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ABSTRACT

This catalog is a collection of profiles describing 74 exemplary programs developed by public school teachers in New York, New York, under IMPACT II, a program to reward and recognize creative teachers. The profiles are organized by subject area, then divided by grade levels. Subject areas covered are the following: (1) The Arts; (2) Communication Arts; (3) Computer Education; (4) The Constitution; (5) English as a Second Language/Foreign Languages; (6) Mathematics; (7) Physical Education; (8) Science; and (9) Social Studies. Each profile includes the following: (1) program description; (2) target group; (3) staffing; (4) materials and facilities; (5) outside resources; (6) brief statement of overall value; and (7) name, address, and telephone number of the creator. Catalog users are encouraged to contact directly the teachers who developed the programs for more information. Those interested in adapting one of the programs can qualify for a grant of $200. IMPACT II staff will also arrange interschool visits and coordinate workshops with developer teachers. Lists of the IMPACT II Review Committee Members, and Participating Teachers are included. An Index by Borough and Community School District is also included. (FMW)

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TENTH ANNIVERSARY ISSUE

IMPACT II
Catalog of Teacher-Developed Programs: 1988-89

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IMPACT II
Catalog of Teacher-Developed Programs, 1988-89

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Because it works, IMPACT II has been adopted by school systems in such diverse places as Houston and Lubbock, Texas; Chapel Hill, North Carolina; Washington, D.C.; Northern New Jersey; San Francisco, Los Angeles, and Santa Barbara County, California; Roanoke Valley and Fairfax County, Virginia; the State of Connecticut; and Boston, Massachusetts. Rockland County and Westchester County have implemented a regional IMPACT II program.

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Message from the Chancellor

IMPACT II, which gives teachers the opportunity to disseminate their programs and ideas, gets to the heart of education. The most important single relationship in the educational equation is between the teacher and individual student, and IMPACT II supports teachers who know what works for students in their classrooms.

By connecting teachers with their colleagues throughout the system, IMPACT II brings diverse experiences and talents together in settings outside of schools in order to motivate students. By providing forums for teachers to share ideas, IMPACT II has a demonstrated track record in the effectiveness of teachers learning from one another.

As Chancellor, I have been excited by many excellent programs in the New York City public schools. I intend to make the celebration and replication of what works best the hallmark of my administration. Programs like IMPACT II will be expanded and strengthened.

Congratulations to the teachers whose programs appear in this catalog and to the teachers who will take an idea and go creative by adapting these programs in their classrooms.

Dr. Richard R. Green
Chancellor

Acknowledgments

The ***IMPACT II Catalog of Teacher-Developed Programs, 1988-89*** was prepared as a project of the Division of Curriculum and Instruction.

Grateful appreciation is extended to all of the teachers who wrote their own profiles of the programs that appear in this publication.

Margot Jones, *Program Director (Acting)*, supervised the publication.

Ellen Meyers, *Director of Communications*, served as editor-in-chief.

Marie Bobetsky, *Consultant*, provided editorial assistance.

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Introduction

IMPACT II was created in 1979 to reward and recognize creative New York City public school teachers. Through its teacher-to-teacher network, successful programs are disseminated. With the publication of the ***IMPACT II Catalog of Teacher-Developed Programs, 1988-89***, teachers throughout the city are invited to "take an idea and go creative."

How to Use the Catalog

This catalog is a collection of profiles describing 74 exemplary programs. The profiles are organized by subject area, then divided by grade level. However, adaptation often takes place across grade levels. You are encouraged to contact the teachers who developed the programs directly for more information. Assistance is also available from the IMPACT II office.

IMPACT II Services

Adaptor Grants. If you are interested in adapting one of the programs that appear in this catalog, you are eligible to apply for an adaptor grant of $200. Request an application from the IMPACT II office. The application period closes in early March. Some teachers adapt programs without applying for grants. If you have recently received an IMPACT II grant, you are welcome to informally adapt additional programs.

Interschool Visits. If you are interested in getting a firsthand look at a program, or if you are interested in inviting a developer teacher to your school to help you get started on adapting a program, staff can arrange for an interschool visit. This service is available to formal or informal adaptors.

Workshops. Developer teachers present workshops at conferences throughout the year. The IMPACT II staff will coordinate workshops upon request.

IMPACT II Star.** The ***IMPACT II Star***** is a newsletter that keeps teachers posted about IMPACT II activities. It provides information about programs, and news about the teachers involved in the network. Contact the IMPACT II office for a complimentary copy.

Please Feel Free to Contact:

IMPACT II, Division of Curriculum and Instruction, New York City Board of Education, 131 Livingston Street, Brooklyn, New York 11201; (718) 935-4310.

Margot Jones
Program Director (Acting)
IMPACT II

THE ARTS

Colors Speak Louder Than Words!

•

Elementary School Arts/ Communication Arts

•

Grades K through 5

The Program

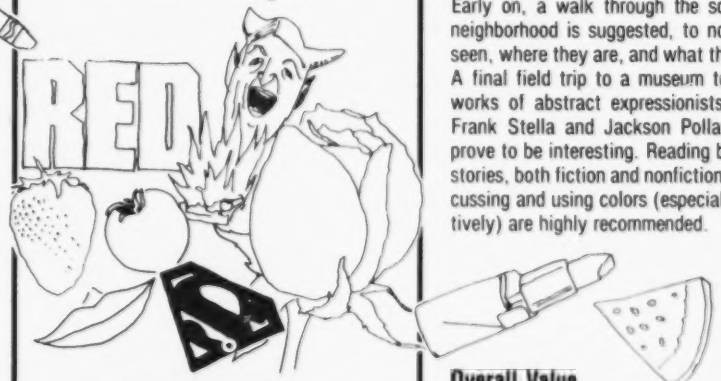
Colors Speak Louder Than Words! is an arts/communication arts program consisting of projects and experiments that demonstrate the effects and daily uses of colors in communicating emotions, ideas, and messages.

Through events such as "color days," the children first experience a colored environment; a room illuminated in red, for example. Their reactions and comments are recorded for future reference. Then they examine numerous objects of that color, such as an apple, valentine heart, red rose, and fire engine. As a result, their awareness of the different feelings and moods suggested by that color, and by the objects, is evoked. The children explore further through photographs, commercially packaged products, and magazine pictures, other messages conveyed by the media and society through the use of that color. Their comments, recorded on an experience chart while they are bathed in color in the colored room, are compared with these media messages.

In the first program meeting, students are requested to color within a square shades that represent happy, hot, soft, etc. Then they draw a picture depicting one of those adjectives. A discussion session follows in which they explain their choice of colors and subject matter. Divided into small groups, the students then use cut-out pictures to create collages, depicting some of the adjectives represented by their drawings. The final step is the writing of an experience story.

In the sessions that follow, one color is addressed at a time, and the procedure is always to begin with the colored environment. Guidelines will be provided upon request.

As a final project, students may create "crazy-colored items." For example, a meal of spaghetti and juice may be served, but the spaghetti is purple and the juice is blue.



More Information:

June Gray Fletcher
CES 11 (CSD 9)
1257 Ogden Avenue
Bronx, NY 10452
(212) 588-1880
Principal: Robert Lerman

The Students

This program can be used with a whole heterogeneous class of children in grades K through 5. It has been implemented in a class of first-grade children who were on and below grade level, and who met three days per week.

The Staff

The program was developed and is implemented by June Gray Fletcher, who has been a classroom teacher at her school for the past three years.

Materials and Facilities

Materials such as crayons, markers, magazines, scissors, paper, and glue sticks are necessary to create collages and color illustrations. For the colored environment, one or two lamps and one or two light bulbs of specific colors are needed. Fruit, flowers, vegetables, household items, one of anything and everything, may be used in the display of "color" items. And finally, experience chart pads are required.

Outside Resources

Early on, a walk through the school and neighborhood is suggested, to note colors seen, where they are, and what they mean. A final field trip to a museum to see the works of abstract expressionists such as Frank Stella and Jackson Pollack would prove to be interesting. Reading books and stories, both fiction and nonfiction, and discussing and using colors (especially figuratively) are highly recommended.

Overall Value

"The children experience and explore firsthand the moods and feelings evoked within them by specific colors," developer Fletcher explains. "Through their exploration they learn to understand nonverbal messages conveyed to them in their everyday environment. They are stimulated to verbalize and share their feelings."

Art Smart

•

Elementary School Arts/ Communication Arts

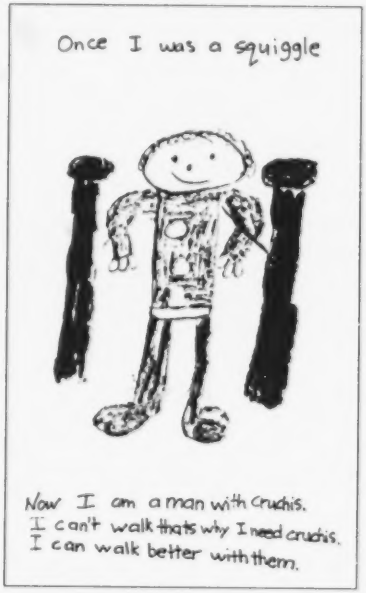
•

Grades 1 through 6

The Program

Art Smart is an interdisciplinary art appreciation program designed to help children see art with their eyes and their minds. It enables them to understand, to judge, and to create art while developing skills in observation, critical thinking and reasoning; and to transfer these skills to other settings. Students are motivated through varied techniques, given background on the artists, then shown an art reproduction that demonstrates the goal of the program. The students "Look and Describe" the reproduction, with respect to line, color, shape and objects. They then "Look and Find" various items; i.e., primary or secondary colors. The "Look, Imagine and Think" section of the program allows the student to interpret the meaning, or possibly take a trip into the painting to describe what he/she sees, hears, feels, or smells in this reproduction. In addition, students are asked their judgment about the painting. To reinforce concepts, follow-up lessons in communication arts, social studies, and creative art are given. The reproductions that are used in class discussions are prominently displayed in the school, to be shared by all.

A typical lesson involves the concepts of color, pattern and rhythm. The students see a reproduction of Jacob Lawrence's "The Parade." Not only do they use their critical thinking skills and powers of observation, but they use communication arts skills in writing letters to the artist. The lower grades have a music lesson, using band instruments while parading around, and they learn to mix colors in order to obtain the primary and secondary colors used in the painting. The intermediate grades produce their own version of the painting, through the use of stencils, patterning, and overlapping. Follow-up interdisciplinary activities are given to all teachers. In order to reinforce new vocabulary, crossword puzzles, word searches, and other word activities are used. Instructional guidelines and lesson plans are available.

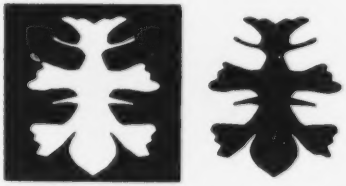


More Information:

Lenore Kagan
P.S. 150 (CSD 30)
40-01 43rd Avenue
Long Island City, NY 11104
(718) 784-2252
Principal: Irwin Berkowitz

The Students

The entire school population, which includes grades 1 through 6 and special education, participates in this program on an alternating week basis. Kindergarten participates on a limited basis. The classes are heterogeneously grouped.



The Staff

This program was developed and is implemented by Lenore Kagan, who has had eight years of classroom experience and a background in art history. Several years ago, she developed an art appreciation program for a Long Island school. This program has the enthusiastic support of the staff and the administration.

Materials and Facilities

A variety of art reproductions, crayons, colored and manila drawing paper, scissors, and glue are needed. A slide projector to show art reproduction slides would also be useful.

Outside Resources

The Whitney Museum of American Art provides an excellent program to augment *Art Smart*. In addition, visits to the Metropolitan Museum of Art, the Museum of Modern Art, and the Solomon R. Guggenheim Museum provide outstanding firsthand observation experiences.

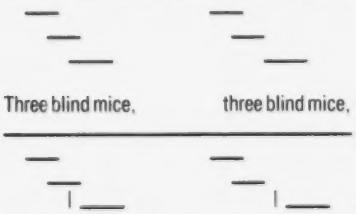
Overall Value

Developer Kagan advises, "This program teaches children to look so that they can see more, while stretching their minds and imaginations. Very often, those youngsters who rarely have success in a typical class situation find success in this program, and they develop a remarkable enthusiasm for *seeing* the paintings and becoming *Art Smart*."

The Program

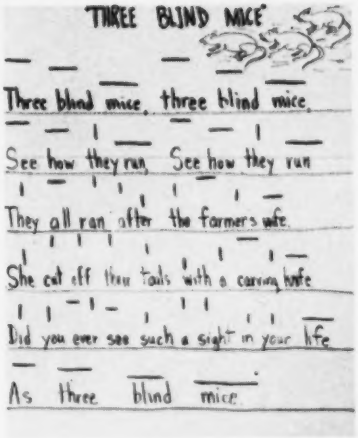
Take Note! Easy-to-Read Music employs a system that enables teachers without musical training to teach a melody through a written format, so that the children can retain the song for future reference. It gives the children a visual assist in recalling the rhythm and melody, and creates a connection between singing and notation. The system comprises a set of drawn lines of varying lengths that indicate the length of time a tone should be voiced, and whether it is a high or low tone. The lines are as follows: |, —, —, ——, ——— The first line (vertically drawn) is voiced very quickly, and each succeeding one is held a little longer. The class becomes acquainted with the lines in a preparatory lesson, during which students clap their hands and hold them together for the length of each line. Then they use voice instead of clapping. They practice voicing the lines in high or low vocal positions. The song to be learned is sung by the teacher or played on the phonograph to familiarize the class with the melody and tempo.

A chart—upon which the words of the song are printed and upon which the rhythm lines are drawn in pitch position—is presented. As the teacher moves her finger along the lines, she sings the song. The pitch positions are located by noting whether the melody goes higher or lower for each word. The line does not have to be perfectly placed, since it is only an approximation of the pitch.



Different-colored markers are used for the words, for the lines, and for the line separating each sentence. The children sing the song a few times, and copies of the "notated" song are distributed.

Take Note! Easy-to-Read Music


THREE BLIND MICE
Three blind mice, three blind mice,
See how they run, See how they run
They all ran after the farmers wife
She cut off their tails with a carving knife
Did you ever see such a sight in your life
As three blind mice

Elementary School Arts

●

Grades 1 through 6

●

More Information:

Myra Spitzer
JHS 47 School for the Deaf (CSD 75)
225 East 23rd Street
New York, NY 10010
(212) 481-0300
Principal: Joan O'Shea
Special Education Supervisor:
Frances Briffa

The Students

The program is designed for grades 1 through 6, and can be used with special education students. The first-graders sing about 10 minutes in a weekly music class; the older classes sing 15-30 minutes.

The Staff

Music classes are conducted by Myra Spitzer, music teacher at JHS 47, School for the Deaf, and the classroom teacher, who participates and assists. The classroom teacher sings the songs with the class during the week. Spitzer developed the program and has implemented it during the past few years. She was a presenter at the Music Education for the Handicapped Conference in 1986 and received a City-wide Teacher Recognition Award in 1987.

Materials and Facilities

Materials needed are a comfortable room, a large chart tablet, three colored markers, folders, a phonograph, and records. The last two items are helpful but not absolutely necessary.

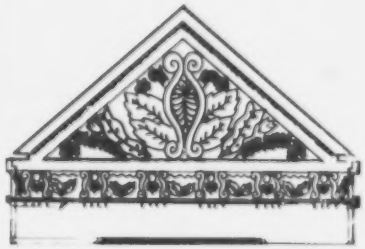
Outside Resources

Trips to listen to singing events such as those performed by St. Luke's Chamber Ensemble add enjoyment. Lincoln Center and Consolidated Edison Community Relations Department sponsor free musical events. The Brooklyn Academy of Music offers Young People's Programs for a nominal fee. Some groups such as the vocal department of LaGuardia High School of Music and the Arts will perform in the school.

Overall Value

"Music, and singing especially, is a joy in life," states developer Spitzer. "If encouraged to use their voices at an early age, the children can experience the pleasure of singing all their lives."

Building a Bridge to Architecture



Junior High School
Arts/Mathematics

•

Grades 8 and 9

•

More Information:
Elena Kayak
I.S. 237 (CSD 25)
46-21 Colden Street
Flushing, NY 11355
(718) 353-6464
Principal: Oscar Cohen

The Program

Building a Bridge to Architecture is an interdisciplinary approach to the understanding and appreciation of structures created by people over the centuries. Students study the architectural elements and details of significant structures; take trips to see famous buildings; learn to use architectural terminology; and create individual orders of architecture.

Preliminary lessons in mechanical scale drawing, symmetry design, and grid construction strengthen measurement skills and develop dexterity in the use of the ruler, right angle, T-square, and compass. Students are then introduced to the uses of structures (commercial vs. civic) and to various historical period styles, beginning with Egyptian, Greek, and Roman classics. Following an architecture brainstorming session, a slide show is presented which is the visual counterpart to one of the vocabulary lists the students compile. This list includes such terms as pilaster, rounded arch, rose window and dome. Now more articulate in the language of architecture, the students are ready to do their own designing.

After discussing post and lintel construction and completing a worksheet assignment on the rudiments of classical Greek temples, the students measure and cut out the following from a 9" x 12" sheet of good quality, white drawing paper: two 3" x 9" rectangles for columns, a 2" x 9" rectangle for an entablature, and a 6" x 6" x 9" triangle for the pediment. The columns and entablature must each include their three basic elements, but aside from this, the student chooses the design and style of his or her own order. The final product is mounted, in preparation for exhibiting.

A follow-up trip to the Solomon R. Guggenheim Museum and a walking tour from the 68th Street subway to the museum allow for viewing examples of Palladian porticos; Ionic, Doric, and Corinthian capitals; ornamental friezes, and gargoyles.

Lesson plans for gridwork preparation, worksheets, vocabulary lists, architectural drawings of famous facades, and successful trip tips are available upon request.

The Students

Eight art and design eighth and ninth grade classes of 25 students each participate in the program. Each class meets once a week for a double period. The program can be adapted to special education students and to enrichment students in talent classes.

The Staff

The program was developed and is implemented by Elena Kayak, an art teacher who has taught for five years in the New York City public school system. The program has been enthusiastically supported by the department chairperson, the principal, and the coordinators of the district's gifted and talented program.

Materials and Facilities

A classroom with large tables is preferable to individual desks, so that students can share materials and be in position for small-group activities. The students need pencils, rulers, right angles, and graph paper (1/8, 1/4, 1/2-inch)—and a space (we use set-up boxes) for their projects to be left in the classroom. Scissors and tape or glue are necessary, and a paper cutter facilitates straight-line cuts for grid and construction work. A slide projector and screen are desirable for visual enhancement of vocabulary lessons.

Outside Resources

The Solomon R. Guggenheim Museum, the Metropolitan Museum of Art, and the American Museum of Natural History offer easy access and will assist in arranging group reservations. The Municipal Art Society of New York has a library open to educators by appointment, for information on landmark preservation and other building issues.

Overall Value

Developer Kayak comments, "The study of architecture is an exceptional means of integrating the learning from history, science, math, and art to produce an enduring appreciation of the aesthetic and functional expressions of the human spirit."

Banknote/ Currency Redesign

•

High School Arts

•

Grades 9 through 12

•

More Information:

Paul Groman
Evander Childs H. S.
800 East Gun Hill Road
Bronx, NY 10467
(212) 547-7700
Principal: Wilbur Klein

The Program

Banknote/Currency Redesign is a program that involves students by creatively capitalizing on their own heritages, interests and directions in life. It combines these distinct attributes of each student with projects previously executed in the art class.

The students are shown a selection of slides of paintings with distinct symbolic imagery. They are asked to explain the images that are familiar to them, and are presented with narrative explanations of those that are unfamiliar. For example, Gilbert Stuart's "George Washington" portrait and Ingres' "Joan of Arc at the Coronation of George III" are used to illustrate and discuss political imagery. Dali's "Mae West" is used to introduce dreamlike interpretations, as well as Surrealism as an art movement.

After the slides are presented, the layout of a banknote is discussed, with an emphasis on the students' knowledge of the elements of design. These might include lettering, patterning, and perspective drawing.

Students discover their personal preferences for images on a banknote by designing one of their own. Then through class discussion, they evaluate the effectiveness of their images. The relationship of the images to the country for which the new banknote is being designed introduces concepts in social studies, English, and foreign language skills.

This program is an effective activity for the end of the term because it requires the student to use much of the work that was done earlier in the school year. It reinforces previous assignments by allowing students to integrate recently learned skills in the production of creative, new currency.

The Students

Banknote/Currency Redesign includes the members of a required art class, chosen at random from grades 9 through 12. The class meets five times a week for one term, and within this limited time much work is accomplished.

The Staff

The program was developed and is implemented by Paul Groman, who has been a Fulbright Summer Award winner. Other teachers in the art department access this program, with varying input and expectations.

Materials and Facilities

A self-contained art classroom can accommodate this program, and using inexpensive water-based marker-sets frees one from the tyranny of a sink and paints. AVI slides and carousel projector are recommended for the introductory program, and rulers, pencils, erasers, water-based markers, and colored pencils help present clearer and cleaner finished work. Heavyweight paper makes for more distinguished finished art, although regularly available bond drawing paper is satisfactory.

Outside Resources

A good supply of foreign banknotes is an excellent source of inspiration. Students should be asked to bring in samples from their native countries to increase motivation.

Overall Value

According to developer Groman, "This program encourages the students to upgrade their ideas of what they can achieve creatively in an art class. They also learn to capitalize on unique aspects of their culture and personal interests."

Landscape in Collage Style

•

High School Arts

•

Grades 9 through 12

•

More Information:

Barbara Grubstein
Evander Childs H.S.
800 East Gun Hill Road
Bronx, NY 10467
(212) 547-7700
Principal: Wilbur Klein

The Program

The program *Landscape in Collage Style* overlooks the question of demonstrated student talent in drawing or painting. It allows all students to use their individual ability to interpret an idea creatively, with everyday tools and materials. The collage assignment begins with an AVI slide introduction to the development of landscape painting in the United States. Its history is traced from the mid-19th century scenic painters/explorers up through the abstract style of the late 1930s Depression era interpretations. The students then study the essential vocabulary in their notetaking (outlines provided) and learn the methodology to be used in their interpretation of scenic painting. Boxloads of travel brochures just out of date are obtained from nearby travel agencies, providing a ready source of material for researching and creating landscape collages. A slide list, vocabulary terms, and lesson plans are available.

The program is remarkably flexible in its applicability to other goal directions, grade, and ability levels. For example, it can be integrated with geography and social studies, or with foreign language and culture studies. This program provides a great degree of success to students, enabling each of them to achieve distinctive imagery. The pages of the travel materials provide a wealth of images and give the students an opportunity to read the descriptive passages about remote and exotic destinations. Many students read the brochures rather than cutting them up. This unexpected aspect of the program is a bonus. Introducing the students to such innovations as paper weaving and geometric forming, helps them to fill in sudden large, open sections of white space and solves the problem of what to do when their supply of brochures becomes exhausted. The program also lends itself to small-group work—asking other students to assist in color selection and placement, for example.

The Students

Approximately 240 students in the school's required art class participate actively in the program. They are drawn from grades 9 through 12, and comprise all levels of competence and interest. The program meets five times weekly. Group size has proved to be irrelevant to its success.

The Staff

Barbara Grubstein developed and implements this program by expanding the range of projects and materials to be introduced to the students. Grubstein is a longtime art teacher. The program can be implemented without outside support or personnel or expense.

Materials and Facilities

A sinkless room can be used as readily as an art room, but large, flat work surfaces must be available. For the AVI presentation, a carousel projector is recommended. The program can be implemented in other ways; e.g., papers can be woven together to create spot or large-scale blending. "Trutone" matte finish colored paper can be used to augment the brochure and magazine imagery. Painted areas can abut pasted sections, or the paper sections can be cut into specific geometric shapes prior to pasting.

Outside Resources

A suggested outing would be to the Museum of Modern Art to view the beginnings of collage imagery. Early Cubist work of Braque and Picasso should specifically be discussed, perhaps even leading into a discussion of "found" object imagery. A second visit to the American Wing of the Metropolitan Museum of Art, to see the paintings of Church and Bierstadt, would further expand the students' awareness and recognition of scenic painting.

Overall Value

"The program expands the students' awareness, assists them in their reading skills, abets their dextrous use of tools, and increases their sense of accomplishment," asserts developer Grubstein. "Our next assignment usually seems a breeze to them after the collage is finally completed."

Airbrush

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High School Arts

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Special Education

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More Information:

Lowell Shaw
Franklin D. Roosevelt H.S.
Department of Special Education
5800 20th Avenue
Brooklyn, NY 11204
(718) 256-1346 or (718) 256-5853
Principal: Adele Vocel
Special Education Supervisor:
Espi Semetis

The Program

Airbrush is a painting course that greatly encourages students to express themselves in a visual manner. It is also the name of a specialized art tool shaped like a pen which, when connected to an air supply (compressor), enables the student to spray paint in a controlled manner. In addition to the regular basic art skills such as color and drawing, the program utilizes sequential skills including stencils, color separation, and color mixing.

After several introductory lessons, about four or five periods, students begin the actual practice of learning the airbrush method. Shortly thereafter, students are encouraged to design their own paintings.

During the program, students are exposed to the many occupations that require the use of this skill. An "airbrush career guide" is included with the program materials. Many students opt to direct their studies toward the field of their choice. As an example, one student practiced his craft retouching photographs, while another pursued textile design.

The Students

Since 1986, this program has served many multilevel students in the special education area. All students admitted have successfully participated in the program, which is also adaptable for the mainstream population.

The Staff

Airbrush was originally developed and is implemented by Lowell Shaw, a professional artist of 13 years and a special education art teacher. Paraprofessionals have been trained to assist in the program, which has the support of the administration as an innovative and highly successful enterprise.

Materials and Facilities

The workspace for this program does not vary from the typical high school art classroom. Paints need not be specialized, since most are water-based. Additional materials can be purchased by the school or student. Compressors and airbrushes are items which, after initial purchase, last for several years. Various publications describing the techniques and tools are available at the better art supply stores. Suggested outlets are Pearl Paints on Canal Street in Manhattan and P.K. Art Supply, Inc. on Nostrand Avenue in Brooklyn.

Outside Resources

Museum exhibits, and visits to local auto and furniture shops, as well as to photography studios, are encouraged.

Overall Value

Says developer Shaw, "Students are prepared to meet the basic skills requirements of specialized careers with a learned skills foundation, and the majority of them also learn to appreciate the importance of 'sequence' in other subject areas."

Weaving Your Way Around the World

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Elementary School Arts/ Communication Arts

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Grades 3 through 5

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More Information:

Carol Cohen
P.S. 195 (CSD 22)
131 Irwin Street
Brooklyn, NY 11235
(718) 648-9102
Principal: Lillian Levy

The Program

Weaving Your Way Around the World is an art, language, social studies, and mathematical exploration of an ancient international skill. It emphasizes individual creativity, art and multicultural appreciation. Its purposes are to create a weaving while learning mathematical skills and fostering an appreciation of, and familiarity with, the woven art of people around the world. Students learn the history of weaving in central Europe, the Middle East, Pakistan, China, and what is now the southwestern United States.

After the initial session of discussion and committee research, the students create their own cardboard loom. Evenly spaced notches cut at the top and the bottom hold the warps in place. This activity develops cognitive skills and the learning of appropriate vocabulary such as warp, weft, loom, estimate, pattern and alternate. The ability to differentiate between odd and even lines is emphasized.

After the loom is created, the children weave while listening to Native American, Indian sitar, and French music. They imagine themselves part of cultures around the world. The weavers alternate patterns, learning the basket and twill weaves as well as the simple tabby weave. The children create their own wallhanging or purse, as well as a square for a wallhanging for the school. As a final activity, visits are arranged to a museum.

The Students

The unit has been used in third-, fourth-, and fifth-grade classes. Classes at all levels of achievement have successfully participated. At least eight lessons should be allowed for the program, which is appropriate for grades 3 through 5.

The Staff

The program was developed and is implemented by Carol Cohen, who is a painter and designer and has been teaching for 20 years.

Materials and Facilities

The following materials are necessary for this program: illustrative posters or pictures of Indian, Peruvian or Tunisian weavings or blankets; rulers; cardboard; multicolored yarn; solid-colored yarn; plastic yarn needles; Tia loom for the whole-class project, once individual work is completed; and an actual weaving.

Outside Resources

To make this program even more meaningful, trips should be arranged to the Brooklyn Museum, the Metropolitan Museum of Art, or the Museum of the American Indian.

Overall Value

"The results of this interdisciplinary experience in handweaving are delighted students proud of their newly acquired skills," reports developer Cohen. "They are motivated to succeed and to create a beautiful, tangible product."

COMMUNICATION ARTS

Literature! Camera! Action!

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Elementary School
Communication Arts

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Grades K through 2

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More Information:

Theresa D'Ambrosi
P.S. 10 (CSD 15)
511 Seventh Avenue
Brooklyn, NY 11215
(718) 330-9290
Principal: Howard Scheikowitz

The Program

Literature! Camera! Action! is an interdisciplinary program that utilizes high quality literature to develop a positive attitude toward reading. It integrates such activities as interpretive drawing, puppetry, painting, dramatic play, song, and dance to reinforce and expand the reading experience. Oral communication skills are developed, and self-confidence is enhanced through the children's own interpretation of the literature presented.

First, student interest is aroused in the literature through a pre-selection discussion period. The teacher identifies the experience in the story and draws out similar relevant experiences of the children. The teacher repeatedly reads the literature to familiarize the children with the language patterns in the story and the story line. A cassette tape can be used to augment the child's memory.

Once the story line is established, it is time for the children to respond to it in a creative way. They mount a performance. Puppets or masks are created to portray characters, and scenery and props are painted to enhance the setting. Simple songs can be written and dances choreographed to enhance the interpretative presentation of the story.

The children's performance is videotaped and instantly viewed. This is critical to the success of the program—the magnet that brings everything into focus. The instant feedback offers the children a chance to analyze and evaluate their performance. They seem quite pleased with themselves, and exhibit a sense of accomplishment in their finished product. Each videotaped interpretation becomes part of a circulating library of literature videotapes, to be shared among classes.

Literature! Camera! Action! offers children immediate gratification, which serves as a springboard to the next story.

The Students

This program is implemented with grades K through 2, and is easily adaptable to any grade. Each unit runs an average of three weeks, with two class sessions a week.

The Staff

Literature! Camera! Action! was developed and implemented by Theresa D'Ambrosi, an elementary school teacher for 11 years. The program is supported with encouragement and enthusiasm from the school administration.

Materials and Facilities

A spacious, comfortable classroom is needed in which to create the necessary scenery, songs and dances, and to recreate the story line. High quality literature units (including tapes), from big books to folktales, should be available. A tape recorder and blank audiocassette tapes are used to augment the literature. Basic art supplies should include paper, scissors, string and glue. A VCR and video camera, plus blank videotapes, are needed to record the dramatization.

Outside Resources

Educational artists from programs such as the Lincoln Center Institute for Arts in Education can be called on to explain the art of drama.

Overall Value

"The most rewarding aspect of this program is observing in each child a growth in self-confidence and in the desire to read more literature," developer D'Ambrosi tells us.

The School Cafe

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Elementary School
Communication Arts

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Special Education

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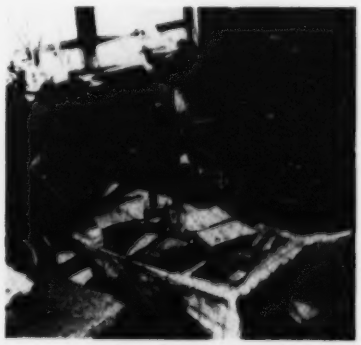
More Information:

Mona Greenfield or
Joan A. Dyer
JHS 47 School for the Deaf
225 East 23rd Street
New York, NY 10010
(212) 481-0300
Principal: Joan O'Shea
Special Education Supervisor:
Joan Visner



The Program

The School Cafe helps hearing-impaired students to develop communicative competence by providing them with many opportunities to use language for communication within the context of real-life activities. Students are encouraged to develop social communication skills as they make and then carry out their plans for *The School Cafe*. The program integrates activities from many subject areas. Teachers utilize the Cafe as a springboard for lessons in reading, math, creative writing, health and nutrition, and of course, speech and language.

The School Cafe is open two consecutive afternoons each month. In the weeks prior to the Cafe days, each participating class carries out different responsibilities. For example, one class makes the menus. Another class prepares decorations for the Cafe and the tables. Other classes are involved in obtaining the necessary supplies and preparing the foods. On the days that the Cafe is open, students have jobs to perform. These include host or hostess, waiters and waitresses, bus person, chef, and cashier. All students have an opportunity to come to the Cafe as patrons.

During speech lessons, students preparing to come to the Cafe practice giving their orders and using proper manners. As part of a science lesson, children plant bulbs, and these are used as table decorations for the Cafe in January. Reading lessons are developed based on recipes and shopping lists. Visits to the store become topics for experience charts or teacher-made reading books. Math lessons involve recognizing coins, counting money, calculating prices, and computing bills. Students' experiences at the Cafe become the topics of creative writing stories. Planning the menu leads to lessons on nutrition and hygiene. Some teachers use a behavior modification approach in their classrooms, and their students earn the money to be spent at the Cafe.

The Students

Fifty hearing-impaired students from kindergarten through sixth grade are involved in *The School Cafe*. Most of the work related to the program takes place during daily lessons in the students' classrooms. The actual Cafe is operated once a month, on two consecutive afternoons. This program would be suitable for any group of elementary school students whose educational goals include the development of communication skills.

The Staff

The program was developed by Mona Greenfield, speech and language teacher at the School for the Deaf for five years, and Joan A. Dyer, teacher of the deaf at JHS 47M for twelve years. Eight classroom teachers (kindergarten through sixth grade), two speech and language teachers, one paraprofessional, and one school aide are involved in conducting the program, which is supported by the administration. *The School Cafe* has been organized and funded by the teachers and their supervisor.

Materials and Facilities

The School Cafe is set up in a large classroom used by a speech and language teacher. The materials required include foods; supplies, such as paper plates, cups, utensils, aprons, trays; and materials to make decorations, place mats, and menus.

Outside Resources

Students go on field trips to local restaurants and grocery stores. Videotapes are made of students at the Cafe and are used during classroom lessons. They are also shown to parents during open school week. Films are available from Captioned Films for the Deaf on topics related to Cafe lessons.

Overall Value

The consensus of teacher developers Greenfield and Dyer is that *The School Cafe* is a most enjoyable experience for hearing-impaired students, providing them with a multitude of opportunities to practice communication skills. According to the developers, "It exposes them to a formal restaurant experience, during which a sense of pride, graciousness, caring, and mutual admiration and respect pervades."

Power in the Pen

Elementary School
Communication Arts

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Special Education

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More Information:

Mary Johnson
P.S. 178 (CSD 23)
2163 Dean Street
Brooklyn, NY 11233
(718) 495-7768
Principal: Herbert Baldwin
Special Education Supervisor:
Vera Cheek

The Program

Power in the Pen is a program that inspires students to want to write. Students in special education need to be highly motivated when teachers ask them to read or write, and letter writing provides this motivation. They are writing about themselves, their class, their school, and to people at their interest level.

The students are taught to write friendly and business letters. The friendly letter project includes the formation of a pen pal club. This activity allows students to correspond with other students in various parts of the United States; i.e., Class 401 in Washington, D.C.

To encourage writing business letters, students use semantic mapping to compose their letters. This technique stimulates the students to expand their ideas and to organize their thoughts, to help them write better. The semantic mapping activities are written on an experience chart for display; the students also create a bulletin board display with their letters and responses.

This program is implemented for the entire school year. One period a day is set aside for letter writing. The program is integrated into all curriculum areas. Each month, the students explore a new theme. This is done by researching topics and people through the use of newspapers, records, and videotapes of theme persons or a previous guest speaker. As an example, in the month of January the students researched the life of Dr. Martin Luther King, Jr. The students read about his family in books, magazines, and newspapers. They wrote letters and cut out magazine pictures. The students shared their letters with classmates, teachers, and parents.

The Students

The program was initially piloted for 12 fourth- and fifth-grade MIS 1 learning disabled students. The students, ages 9 to 12, were below average in reading achievement, writing skills, and oral/written expressive skills. *Power in the Pen* has been implemented for the past six years. The program can be adapted for older and younger age groups and for varied achievement levels, including the mainstream.

The Staff

The program was developed and is implemented by Mary Johnson, who has taught for seven years—two years with resource room students. Johnson was nominated "Teacher of the Year" in 1984. *Power in the Pen* has the support of the principal, special education supervisor, and schoolwide staff.

Materials and Facilities

The materials needed are writing paper, pens, business envelopes, stamps, film and processing, and money for honorariums, when applicable. Records, tapes, and videos are used for researching a theme or person. Word processing can enhance the program. *Power in the Pen* can be implemented in any classroom, but the auditorium is needed for assembly programs and guest speakers. ***Life Skills Writing***, by Mosenfelden, Don and Kaplan, Ellen, 1985, is an excellent resource for better writing in the classroom.

Outside Resources

Outside resources include the school's archives and schoolwide personnel, i.e., custodial staff, security guards, and secretaries. Community leaders and senior citizens are vital resources for research material, as are programs such as Open Doors and Project Specda. Trips to various places of interest (i.e., Metropolitan Museum of Art and the Schomburg Museum) and visits from guest speakers also enrich the program.

Overall Value

"The most important benefit *Power in the Pen* brings to students," declares developer Johnson, "is the enhancement of self-esteem when each student receives a postmarked envelope or a package in the mail. The program can be an invaluable vehicle for motivating students to improve their communication skills."

Language Improvement through Cooking

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Elementary School
Communication Arts

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Special Education

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More Information:

David King
P.S. 207 (CSD 27)
159-15 88th Street
Howard Beach, NY 11414
(718) 848-2700
Principal: Guy L. Rossiello
Special Education Supervisor:
Arlene Smith

The Program

Language Improvement through Cooking is a program that improves affective and cognitive skills by providing motivating, hands-on experiences. Its purposes are to increase self-help skills; expand vocabulary; and improve reasoning and sequencing abilities, reading comprehension, and oral language functioning.

On the first day, the children actually follow a recipe. They learn the names of the ingredients and the cooking materials needed. By describing what they see and what they are doing, the children also build their vocabulary in the areas of nouns, verbs, and adjectives. They each take turns doing all the tasks involved and describing what they are doing. They can compare cooking at home with these classroom activities. This lesson always concludes with the class eating and discussing their creation. They then review what they did.

The next lesson involves making a recipe for the children's individual cookbooks. They retell their cooking experience, step by step. They then read a worksheet that lists "What You Do" and "What You Need" to make the recipe. The children are given a paper, with six pictures randomly showing the steps involved in the recipe. They number the pictures in order and write the correct sentence next to each picture. They then cut and paste the pictures and sentences in proper order to finish the recipe. Some successful recipes include egg salad sandwiches, French toast, chicken nuggets, fruit salad, liver and onions, roasted pumpkin seeds, and "honey yummies."

Many other curriculum areas can be incorporated into this program. For example, in science the students can learn about boiling, steaming, and evaporation. For social studies and ESL, the children can compare foods of different national origins. For math, the children can go on a trip to the supermarket and compare prices, add, make change, and practice budgeting. Student work samples and a course outline of the program are available to interested teachers.

The Students

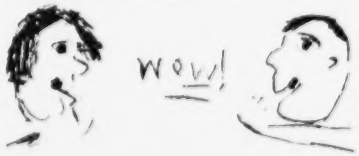
This program has been used with a class of 11 MIS 3 language-impaired students, ages 9 to 11. The children function academically on the first-grade level. The program can also be used for other types of special education students, as well as for early elementary regular education classes.

The Staff

David King, who developed and implements this program, has been teaching language-impaired children in the elementary schools for 10 years. Support from a paraprofessional and encouragement from the special education supervisor have been helpful.

Materials and Facilities

Access to a refrigerator is imperative. The teacher should have the following equipment in the room: an electric skillet, a hand mixer, a toaster oven, a portable burner, pots, pans, bowls, various utensils and kitchen gadgets, paper plates, and napkins.



Outside Resources

A trip to the supermarket is extremely useful. A tour of Burger King or McDonald's, if it could be arranged, would be of great benefit. A visit to the library to look at cookbooks also has merit.

Overall Value

"This program has the ability to spark the kind of enthusiasm in children that could pay great educational dividends," says developer King. "When you make learning fun, you make for more learning. The program can be adapted for higher- or lower-functioning children, and can be related to any curriculum area."

On the Air

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Elementary School
Communication Arts

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Grades 3 through 5

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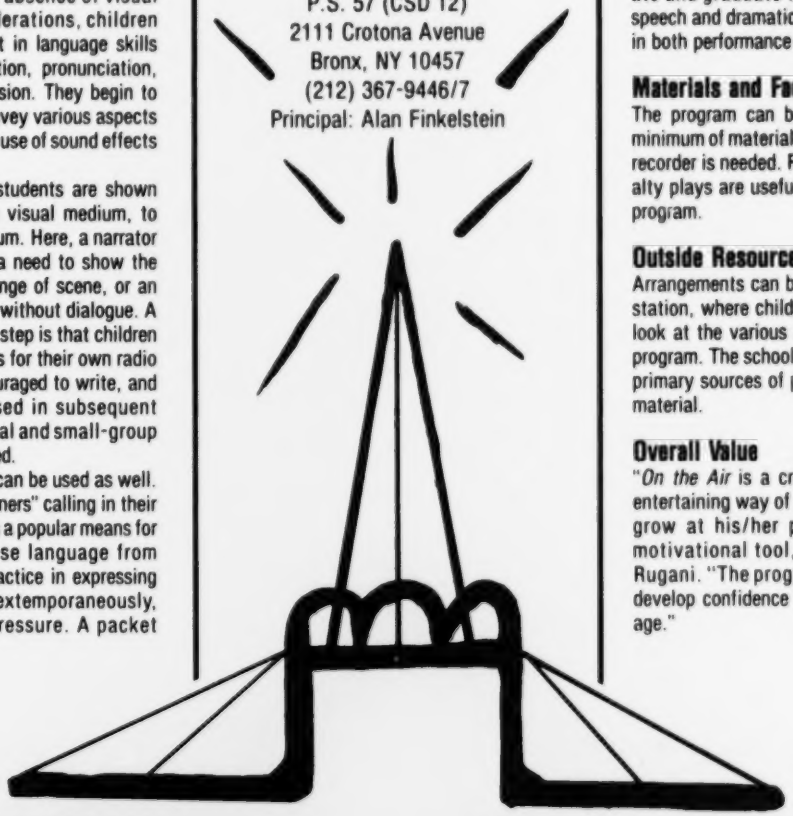
More Information:

Geraldine Rugani
P.S. 57 (CSD 12)
2111 Crotona Avenue
Bronx, NY 10457
(212) 367-9446/7
Principal: Alan Finkelstein



The Program

On the Air is an interdisciplinary program designed to enhance the student's skills in oral language and to develop skills in reasoning and critical thinking.

The program is introduced through the use of a cassette recorder on which the students' voices are individually recorded. The recording is played back, and the students are taught to take control of the learning process by actively engaging in dialogue through criticism and through offering suggestions for improvement. Students learn to interact in a positive learning situation, asking and answering questions as both knowledge and ability grow.

The next step involves the introduction of "radio drama." In the absence of visual distractions or considerations, children become more proficient in language skills such as voice modulation, pronunciation, vocabulary, and expression. They begin to address the need to convey various aspects of the story through the use of sound effects and a narrator.

In the next phase, students are shown how to adapt plays, a visual medium, to radio, an auditory medium. Here, a narrator is used when there is a need to show the passage of time, a change of scene, or an action that takes place without dialogue. A natural outcome of this step is that children begin to formulate ideas for their own radio dramas. They are encouraged to write, and their products are used in subsequent lessons. Both individual and small-group activities are encouraged.

Other radio formats can be used as well. "Talk radio," with "listeners" calling in their questions or opinions, is a popular means for eliciting clear, concise language from students. It is good practice in expressing one's ideas, speaking extemporaneously, and thinking under pressure. A packet containing student work samples and a list of publications has been produced by the developer.

The Students

The program was piloted with fourth- and fifth-grade students who were average and below average in reading achievement. It is currently being used in grades 3 to 5, with students whose range of abilities is similar to those in the pilot program. They meet once a week for a period of 45 minutes.

The Staff

The program was developed and is being implemented by Geraldine Rugani, an experienced New York City public school teacher. She has had extensive undergraduate and graduate training in education, speech and dramatics, including experience in both performance and production.

Materials and Facilities

The program can be implemented with a minimum of materials. At least one cassette recorder is needed. Publications of non-royalty plays are useful for adaptation to this program.

Outside Resources

Arrangements can be made to visit a radio station, where children can get a firsthand look at the various aspects of producing a program. The school and public libraries are primary sources of plays and other written material.

Overall Value

"*On the Air* is a creative, innovative and entertaining way of allowing the student to grow at his/her pace, using a highly motivational tool," explains developer Rugani. "The program helps students to develop confidence and a positive self-image."

Project RAP-Reading Aloud Partners

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Elementary School
Communication Arts

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Grades K through 6

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More Information:

Steven Schneider
P.S. 85 (CSD 10)
2400 Marion Avenue
Bronx, NY 10458
(212) 220-8316
Principal: Winifred Washington

The Program

Project RAP-Reading Aloud Partners is designed to involve parents directly in their child's reading program by lending them paperback books to be used for reading aloud at home. Reading aloud can instill the desire to read in a child. It can also promote, sustain, and increase reading achievement.

Although there is no magic formula for helping children become competent readers, we must endeavor to involve parents in the total process of learning how to read. Parents can do many things to encourage youngsters to develop good reading habits. *Project RAP* can help parents by encouraging them to spend more time reading aloud on a regular basis.

The Parents as Partners library is located in the Parents Association room of our school, and it is stocked with a wide variety of interesting titles that reflect different levels of readability. Through a dissemination network, including but not limited to letter writing, public address announcements, assembly discussions, and poster campaigns, parents are made aware of all aspects of this program. All classroom teachers receive basic information about the program, and have lists of books that are currently available. Parents are free to visit the library every weekday at specified times, when parent volunteers issue books and guide sheets with specific return dates. They keep careful records for future evaluation. When parents ask the question, "What can I do to help my child with reading," the school now has a program that provides a positive response. Materials and guidelines for implementation of the program are available for teachers who wish to adapt it in their classrooms.

The Students

Project RAP is available for all students and parents to participate in throughout the grades, and can serve to benefit students with varying abilities. The program can be adapted to target a specific age group, or it may be used with the general school population.

The Staff

Steven Schneider, a reading specialist, developed and implements the program, with the assistance of parent volunteers. The program receives strong and enthusiastic support from parents, teachers, and school administrators. However, the program can be conducted independently at the classroom level, without such visible support.

Materials and Facilities

Needed to implement this program are a few bookshelves cordoned off from the other book sections of a self-contained classroom, well stocked with hardcover and trade paperbacks, magazines, and newspapers. This special library should contain bilingual literature as well. If you wish a centralized operation, one might set up a station either in the main library or in the parents room. One particularly valuable reference is the ***Read-Aloud Handbook***, by Jim Trelease, Penguin, 1985.

Outside Resources

You may wish to visit local public libraries, highlight TV specials, invite guest speakers, teachers, and parents. Virtually any field trip—to a museum or park, for example—can lend itself to the development of interest in reading aloud at home.

Overall Value

Developer Schneider reports, "I firmly believe that a child's achievement level will soar if we allow him or her this opportunity for reading at home. Parents can and do make a difference."

All About Careers

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Elementary School
Communication Arts/
Career Education

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Grades K through 2

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More Information:

Barbara A. Silberman
P.S. 178 (CSD 26)
189-10 Radnor Road
Holliswood, NY 11423
(718) 465-0120
Principal: Carol Harris

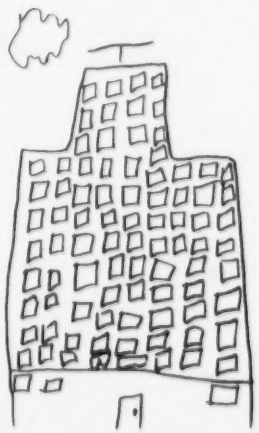
The Program

All About Careers uses a thematic approach to develop an understanding of occupations in the family, school, and community. The program is introduced by brainstorming career titles that begin with each letter of the alphabet. The children research the occupations of family members and neighbors and share the information with the class.

A letter describing the program goes home to parents, inviting them to come in and talk about their occupations with the class. Two examples of those who participate are a nurse, who brought in a stethoscope and bandages, and a lawyer, who brought in visuals of housing rehabilitation, before and after. As parents, they were comfortable translating difficult concepts to the comprehension level of the children.

With the cooperation of the school principal, secretary, and custodian, the class observes each of them at work, and interviews them about their roles and functions in the school. As participants in the Lincoln Center program, the children also had the opportunity to interview a sculptor and a modern dancer. Two children in our school family have performed in television commercials, and they were included—since children can have careers, too.

The program is multidisciplinary, so the children are able to paint a mural of objects related to their parents' occupations. Another art project is a collage of hats associated with various careers. At the kindergarten level, this program can be coordinated with health careers in "Growing Healthy in New York."



As a culminating activity, each child chooses the career that he/she is most knowledgeable about and reports on it for a coloring book publication. The written material is subsequently used for readiness and incorporated into an alphabet book on careers. A bibliography and a copy of the publication are available to interested teachers.

The Students

The program was developed with a heterogeneous kindergarten class, and it can be adapted for both first- and second-graders.

The Staff

The program was developed and is implemented by Barbara Silberman, an early childhood teacher who has been teaching for 12 years. She has received district minigrants for developing programs entitled "Critical Thinking and Problem Solving—A Hands-on Approach" (math), "The Class Menagerie" (class pet), and "My Country 'Tis of Thee, Sweet Taste of Liberty" (ethnic cooking).

Materials and Facilities

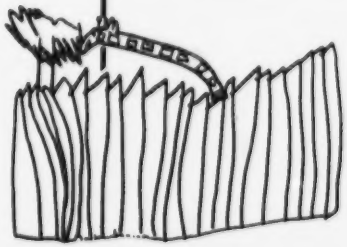
A bibliography of appropriate reading materials can be secured by contacting the program developer. And if the school does not have a publications activity center, part of the adaptor grant can be used for printing.

Outside Resources

Parent volunteers, members of the County Dental Society, local police officers, and the public librarian can be most helpful to the program by visiting the classroom to discuss their careers.

Overall Value

Developer Silberman comments, "The children's interest and enthusiasm grow as the program progresses. Their ability to ask pertinent questions of visitors becomes more focused, and they develop a greater respect for all school personnel and for the way the various roles are integrated to make the school function effectively. Parent involvement reinforces the vital connection between home and school."



Children as Authors

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Elementary School
Communication Arts

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Grades 1 through 6

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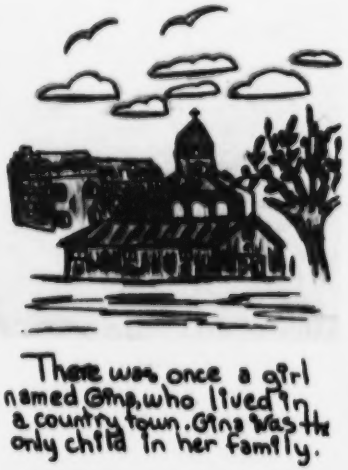
More Information:

Karen Skolnick
P.S. 160 (CSD 28)
109-59 Inwood Street
Jamaica, NY 11435
(718) 526-5523
Principal: Rose Lee



The Program

Children as Authors is an interdisciplinary program in which students are actively creating, revising, editing, illustrating, binding, and "publishing" their own books. Each book offers unlimited opportunities for rich and vivid language development. The program crosses disciplines in its entire content. There is no limit to subject: science, fiction, history, fantasy, or everyday happenings. Characters, settings, or events are developed from imagination or real-life experiences. The basic plots developed yield a variety of story versions. Fertile imaginations are stretched and given free rein. The program allows extensive time for students to process a piece of writing from the pre-writing and pre-composing stage through the sharing, revising, and editing stages, and to "publish" a final product to share in the real world.

Tasks are categorized into five activity modules: "Think Before You Write," "Write-On," "Maurice Sendak Move Over," "Skolnick Publications," and "Sharing Time." The process of writing enables students to discover how words affect other readers. As children illustrate their books, they develop an awareness of the interrelationship between printed words on a page and the illustrations. The manufacturing process creates a cooperative atmosphere. Help is often needed in assembling the final product. These published books are then shared throughout the school and form part of the reading materials in other classrooms. The final products are also placed in the school library, where they are catalogued by the students. Students promote their own books with advertising campaigns of signs and posters.

The teacher's role is that of a facilitator and guide. Cooperative learning is a key factor in this program. Peers serve as helpers, editors, critics, guides, and mentors. Guest professional authors are invited to share mutual writing experiences in a workshop atmosphere. When guest authors are invited to speak with these fledgling authors, students experience a new appreciation for the mechanics of authorship.

Student self-image is enhanced by identification with the guest authors, as well as by the sharing of their own "published" books.

The Students

There are 30 participants in the program from grades 1 through 6. They are members of self-contained classes. The program meets four times a week. It can be adapted for grades 1 through 6. Achievement level is not a qualification for successful program completion.

The Staff

The program was developed and is implemented by Karen Skolnick, who has been in the New York City public school system since 1966. Her background includes extensive experience in gifted and talented education. Skolnick was a teacher trainer with the Citywide Umbrella Bureau for several years. This program has had the enthusiastic support and encouragement of administrators for the past six years.

Materials and Facilities

All learning centers within the classroom are actively used by students, including library, research center and writing center. Materials include writing tools—pens, pencils, crayons, and markers. Art materials needed are construction paper, cardboard, and fabric.

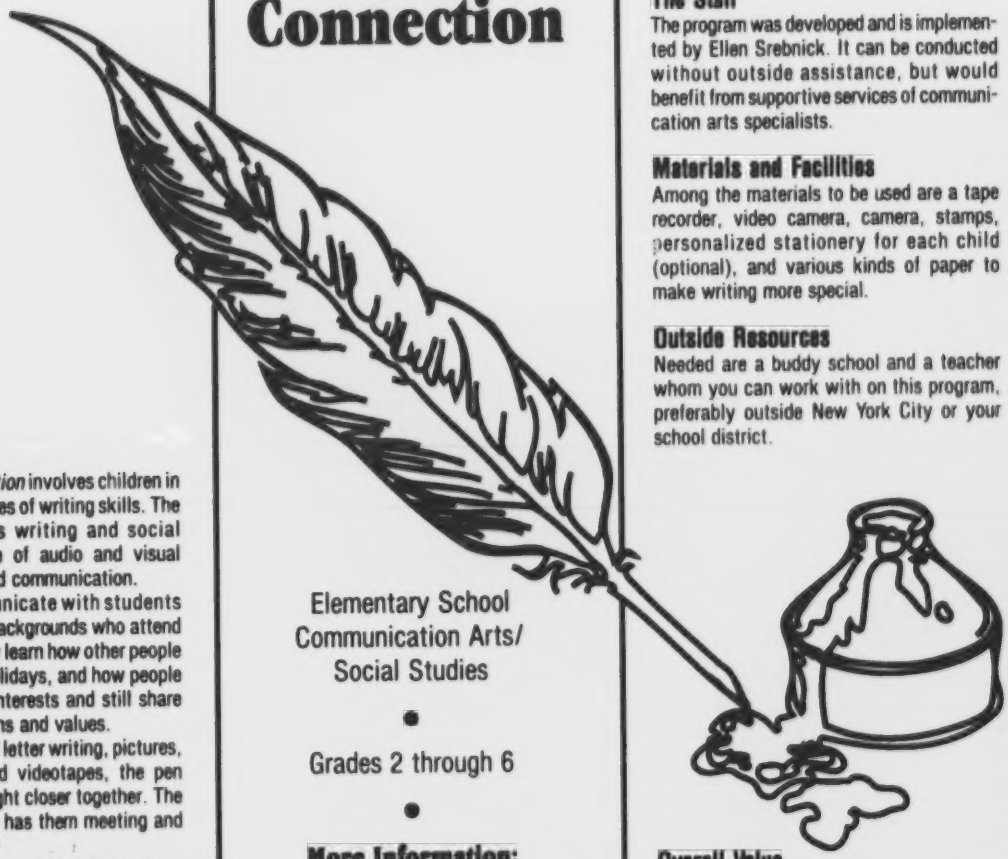
Outside Resources

Field trips to local libraries and visits from guest professional authors who share experiences with the students are important to the success of the program.

Overall Value

"When children write, they reach for the technical skills and information they need for expressing the originality of their written document," developer Skolnick reports. "Fluency in written communication is developed. Through creative interpretation students become cognizant that words are powerful pictures of the mind."

Our Friendly Connection



Elementary School
Communication Arts/
Social Studies

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Grades 2 through 6

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More Information:

Ellen Srebnick
P.S. 15 (CSD 29)
121-15 Lucas Street
Springfield Gardens, NY 11413
(718) 525-1670
Principal: Robert D. Anastasio

The Program

Our Friendly Connection involves children in developing many types of writing skills. The program integrates writing and social studies, making use of audio and visual technology to expand communication.

Students communicate with students from very different backgrounds who attend another school. They learn how other people live and celebrate holidays, and how people can have different interests and still share many similar concerns and values.

Through the use of letter writing, pictures, tape recordings, and videotapes, the pen pals have been brought closer together. The culminating activity has them meeting and enjoying a picnic.

Students in the program feel they have met a "new friend." They are proud of their school, and they enjoy expressing their feelings to their pen pals. This program really encourages them to write, and they cannot wait to receive letters back. There is a special bulletin board set aside just for the pen pals.

The Students

There are 26 children in this program, whose ability level is above average. It can be implemented successfully in grades 2 through 6 and adapted for all ability levels. This program is implemented in the regular classroom at least one hour per week.

The Staff

The program was developed and is implemented by Ellen Srebnick. It can be conducted without outside assistance, but would benefit from supportive services of communication arts specialists.

Materials and Facilities

Among the materials to be used are a tape recorder, video camera, camera, stamps, personalized stationery for each child (optional), and various kinds of paper to make writing more special.

Outside Resources

Needed are a buddy school and a teacher whom you can work with on this program, preferably outside New York City or your school district.

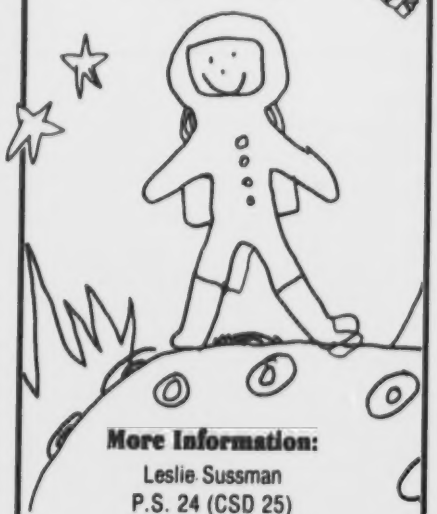
Overall Value

"By communicating with students living in a different setting, our students have broadened their perception of the world," reports developer Srebnick. "The opportunity to use the written word, audio and videotape has enabled them to see the value of communication as a tool for enriching their lives."

Adventures in Outer Space

Elementary School
Communication Arts/
Science

Grades 1 through 4



The Program

Adventures in Outer Space is an interdisciplinary program that capitalizes on students' basic interest in, and fascination with, outer space. It promotes critical and creative thinking through a series of creative learning experiences in varied curriculum areas.

After the initial science facts about our earth in space are introduced, children create and name original spacecrafts for imaginary journeys into space. In anticipation of these journeys, they design original spacesuits while pretending that they work for NASA. They then write about these journeys and their "Adventures on Another Planet," as well as their experiences when they return home. They illustrate these stories with their ideas about what living on another planet might be like.

To promote creativity, the class brainstorms questions to ask a space creature, ways to collect garbage in space, articles needed on a space ship, etc., and they create original constellations. For critical thinking, they make comparisons between planets to review similarities and differences, and also construct bar graphs of the distances of the planets from earth. They compare the darkness of space or the coldness of space to things they already know.

To enhance research skills, library books are provided that must be used to answer questions in a space quiz; then students prepare their own space quizzes to administer to their classmates. They also write space riddles which are compiled into a class book.

The products of these activities are gathered into a space museum, "The 2-113 Space Center." Children then write invitations to other classes to come and observe and experience the Space Center with them, as they give guided tours.

Materials available to share with other teachers include a unit outline, samples of children's work, a bibliography, and a guide to setting up the program and the Space Center.

More Information:
Leslie Sussman
P.S. 24 (CSD 25)
141-11 Holly Avenue
Flushing, NY 11355
(718) 359-2288
Principal: Kurt Waldmann

The Students

This program is implemented with classes of 30 above-average, second-grade students. It can easily be adapted for use in grades 1 through 4, for students at all academic levels.

The Staff

Leslie Sussman is a second-grade teacher who has had eight years of primary-grade teaching experience. The program is implemented without the aid of a paraprofessional, and has received enthusiastic administrative support.

Materials and Facilities

The program can be implemented in a regular classroom with an area set aside for the establishment of the Space Center. Arts and crafts supplies are needed for construction of the students' original spacecrafts, and for making original constellations. Various books about outer space, including ***My First Book About Space*** by Dinah L. Moche (Western Publishing Co., Inc., Racine, WI, 1982) and ***Discovering the Stars*** by Laurence Santrig (Troll Associates, Mahwah, NJ, 1982) are needed for the students' research reports and riddles. A listening center is also useful for the dissemination of basic information.

Outside Resources

A trip to the Hayden Planetarium can be incorporated into the program for added enrichment, but is not required.

Overall Value

"Here is a program where all students, regardless of ability, are guaranteed success," developer Sussman enthuses. "In most of the activities, there are no right or wrong answers as students are asked to stretch their imaginations from the known to the unknown and unusual. Many times, students work together cooperatively and learn from each other to gain the confidence to try new activities."

News Readers Become Information Processors

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Junior High School
Communication Arts

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Grades 7 through 9

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More Information:

Judith M. Collins
JHS 296 (CSD 32)
125 Covert Street
Brooklyn, NY 11207
(718) 574-0288
Principal: Norman D. Letow

The Program

News Readers Become Information Processors is a reading and writing program that utilizes the newspaper as an alternative text. This medium is used to develop critical information processors and creative writers interested in "here and now" issues that link classroom learning to life outside the classroom. By focusing on school and local events, students become aware of the cause-and-effect relationships between these events and their lives.

Following arrangement for the delivery of the ***Daily News*** and the local weekly, ***The Ridgewood Times***, student workshops in techniques of reporting begin. They cover such topics as separation of fact from opinion, the reporter's five Ws, and the skills of editing and proofreading. Leadership and group participation developed in the course of the program, ***News Readers***, sharpen and carry over to all expository writing. The children's social experiences grow through peer interaction, as they critique each other's writings. During peer conferences, mistakes and revision are recognized as connecting original draft to final copy. Students assume the responsibility for editing and revising.

Students make visits to the ***Daily News*** and ***The Ridgewood Times***. They interview reporters and learn about their on-the-job experiences. They prepare press releases on school activities for placement in the "School Talk" column of ***The Ridgewood Times*** and the "Bulletin Board" column of the ***Daily News***.

The graphic arts and computer lab teachers give information lessons on the print shop and the word processor. The facilities are available for a culminating publication by the class.

Each week, students bring home a metropolitan daily and community weekly. The newspaper presents opportunities for interaction between parent and child. Suggestions to parents on ways to utilize the newspaper to improve their children's reading habits are shared at a parent workshop.

This program provides a strong supportive link between the school, home and community. Parent volunteers serve as tutors during some peer conferences.

The culminating activity is a newspaper published by the class to help encourage youngsters to become lifelong readers. Activities incorporate career information appropriate to publishing and writing, a field that is centered in the New York metropolitan area.

The Students

This program is appropriate for seventh- through ninth-grade classes of 25 students each. At least 30 lessons should be anticipated.

The Staff

Judith Collins, who developed and implements the program, has been teaching for more than 22 years. She is licensed in reading, Spanish, and bilingual education, and is a teacher trainer for the New Teacher Staff Development Program. ***News Readers*** program is supported by the administration.

Materials and Facilities

Newspapers, access to the computer lab, and print-shop facilities are required for conducting the program.

Outside Resources

Trips to newspaper offices and plants and neighborhood walks to gather stories are valuable additions to the program.

Overall Value

"Upon completion of the newspaper program, the class improves in literal, interpretative and evaluative comprehension and becomes more independent and self-sufficient in writing," says developer Collins. "The program encourages students to be lifelong readers."

Insights through Video

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Junior High School
Communication Arts

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Special Education

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More Information:

Roses E. Katz
Creative Learning Community
P.S. 171 (CSD 4)
19 East 103 Street
New York, NY 10029
(212) 860-7960
Director: Michael Fisher
Special Education Supervisor:
Alan Shear

The Program

Insights through Video is an interdisciplinary program that has the objective of developing interpersonal communication and expressive language skills through the medium of video. Observational skills, critical thinking, analytical thinking, and problem-solving strategies are practiced. As students proceed through the program, they must articulate ideas through oral language and a precise vocabulary. The program encourages independent thinking and behavior, which result in enhanced self-esteem.

In a typical classroom activity, students or the teacher may suggest a situation for discussion. For example, one teen described a recurrent family conflict. His older siblings have resented what they perceive as his mother's preference for him, the baby of the family. As a result, emotional turmoil has been created in the home. Students act out roles and/or discuss feelings of anger, fear and love. This allows them to put themselves in the place of others, empathize, and in the course of the program analyze a variety of emotionally charged situations. The entire class activity is videotaped.

After making the video, students view the tape repeatedly in order to search for patterns of behavior. Through group discussions, issues are explored with the teacher and/or facilitators—such as members of the School Based Support Team (SBST) or guest speakers. Options and additional solutions to problems are revealed that offer alternatives in problem solving.

Insights through Video might be subsumed within curricula relating to guidance, interpersonal communication, human relations, and health.

The Students

The program is implemented with resource room students, grades 6 through 8, ages 11-15, functioning at or below grade level. Students meet daily in groups of five. However the program is adaptable to regular grades 4 through 12.

The Staff

The program was developed and is implemented by Roses E. Katz, a teacher of English and of the emotionally handicapped, who has 20 years of teaching experience. Holder of an Ed.D. in Communications and a degree as an educational therapist, she has been a resource room teacher for 10 years. It would be difficult to implement this program without administration support. Through a linkage with the Mount Sinai Adolescent Clinic of Mount Sinai Hospital, experts in the field of mental health participate in the program. Social workers from the clinic engage in group and individual sessions with students and teachers.

Materials and Facilities

The program can be carried out in any space. However a video camera, VCR, monitor, and tape are necessary. Recommended are all 20 titles from the Life Experience Series (Raintree Children's Books, Milwaukee, Wisconsin, 1980). Recommended films include "Fears of Children," Emotions of Everyday Living, 3, Film 24c, Oklahoma State Department of Health, 1951; 28 minutes.

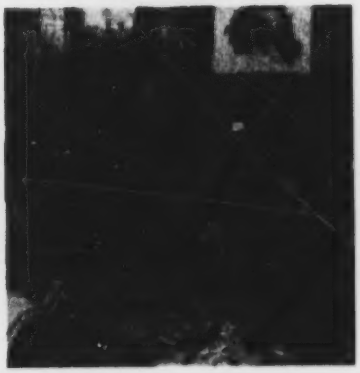
Outside Resources

No outside resources are necessary; however, when appropriate, they may be employed. For instance, this year the Museum of the City of New York (103 Street and Fifth Avenue) had an exhibition on "The Homeless." Seeing this exhibit, students were motivated to discuss issues and feelings related to this topic. Film, theatre, and other arts may stimulate class discussion on pertinent issues.

Overall Value

Developer Katz comments, "Students are actively engaged in the learning process while having fun, so the program sells itself. In addition, a positive bond develops between students and the teacher because of the revealing nature of the academic topics."

Clip & Save: Wise Buying



Junior High School
Communication Arts/
Social Studies

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Grades 7 through 9

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More Information:

Amiel L. Singer
JHS 168 (CSD 25)
158-40 76th Road
Flushing, NY 11366
(718) 591-9000
Principal: Nat Blaivas

The Program

The purpose of the program *Clip & Save: Wise Buying* is to have students, working together through an activity approach, develop and use specific reading skills in a real, everyday, economics-related situation. Students begin by collecting coupons from various sources, then learning how to read and use them. They also learn, along the way, to use mail-in offers to get additional savings; to read the information on the label of a product; to read supermarket circulars, flyers, and newspaper ads; and finally, how to be a comparative shopper using all of these resources. An entire set of lesson plans has been devised by the program developer that makes it easy for any teacher to move in a logical, sequential order in implementing the program. The topics covered include comparative shopping and keeping a budget, with subunits on the comparison of products, stores, packages, and sizes, and on finding prices per unit. Other lesson plans focus on coupons, free offers with ads and coupons, refunds and mail-in offers, and reading a coupon.

Rexos for students go along with each major topic. These rexos that reinforce the lessons are teacher-made. One, for example, consists of a sample coupon followed by comprehension questions. One utilizes cloze passages, and another presents a crossword puzzle that reinforces key words stressed throughout the program. In all, there are eight rexos, in addition to other assignments outlined in the lesson plans. These rexos are easy to make up and use.

To implement the program most effectively, one should be familiar with economics-related concepts and terminology and with coupons and mail-in offers.

The Students

The program is implemented with two ninth-grade classes—one with 19 students, and the other with 27. The students are 14 to 15 years old. They meet with the reading teacher one period a day, five times a week. The program will work well with any size group of students, from the intellectually gifted to those needing reading help.

The Staff

This program was developed and is conducted by Amiel L. Singer, whose Queens College work on teaching economics to children provided the impetus and knowledge required. A reading teacher in the junior high school for five years, he does have assistants who are regularly appointed teachers that work with each ninth grade class. However, the program needs very little assistance and/or additional support beyond the involvement of a teacher who is knowledgeable and aware about using coupons and mail-in offers, and about being a wise consumer.

Materials and Facilities

A room is set up as a reading lab, with materials (workbooks, kits, texts) on ledges, in bookcases, and on tables. Materials needed are local newspapers, magazines, supermarket circulars and flyers, the actual items to be studied or purchased, calculators, and a shopping planner's guide.

Outside Resources

Visits to local supermarkets might be conducted as a group activity to do consumer pricing and/or buying. Parents might encourage their children involved in this program to do some, or all, of their weekly grocery shopping, or to go along with their parents on trips to the supermarket.

Overall Value

Developer Singer maintains, "Through the application of this program, students have the opportunity to work and learn together in an area of concern that affects everyone—saving money and buying wisely. This will develop skills in becoming a better consumer, in learning how to deal effectively with economic situations, and in reading for specific details."

How to Speak, Listen, Read, Write

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High School
Communication Arts

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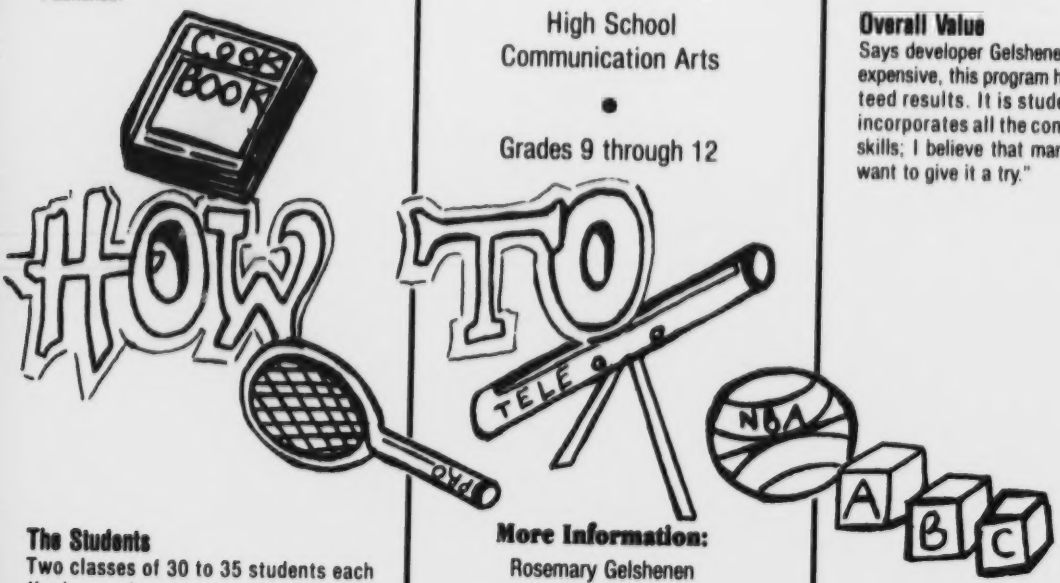
Grades 9 through 12



The Program

How to Speak, Listen, Read, Write provides an approach to speaking that incorporates listening, reading, and writing skills. Students prepare classroom speeches on how to make or do something. Topics range from simple (how to make a cake) to humorous (how to get a date) or complicated (how to make a model space ship). The class, practicing listening skills, must demonstrate at least one "how to" from the oral presentations. The next phase is a library research project in which students compile a bibliography of "how to" essays written by noted authors, such as Benchley, Thurber, McGinley. Essays are selected for individual reading and are shared in group sessions. Finally, students write their own informal "how to" essays, which are printed in a class magazine entitled "How to Get Published."

The Students

Two classes of 30 to 35 students each (juniors and seniors) participate in the program. Classes meet every day, and the program can last from four to five weeks. Although it has the support of the department chairperson and the principal, it does not require any personnel other than the teacher.

More Information:

Rosemary Gelshenen
Norman Thomas H.S.
111 East 33rd Street
New York, NY 10016
(212) 532-8910
Acting Principal:
John J. Rodgers

The Staff

Rosemary Gelshenen developed and implements this program. She has taught high school English for many years, in addition to being an adjunct instructor of writing skills at New York University. Student teacher and new teacher trainer, she is the winner of numerous awards, including Manhattan Teacher of the Year.

Materials and Facilities

Use of the school library to locate essays by well-known authors is a necessity. Funds are needed for duplicating materials, and for the publication of a student magazine.

Outside Resources

Visits to the public library for essays not obtainable in the school library are sometimes required.

Overall Value

Says developer Gelshenen, "Since it is not expensive, this program has almost guaranteed results. It is student centered and incorporates all the communication arts skills; I believe that many teachers would want to give it a try."

Acting and Creative Movement

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High School
Communication Arts

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Grades 9 and 10

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More Information:

Nelson Jewell
Mid-Manhattan Outreach Center
832 Marcy Avenue
Brooklyn, NY 11216
(718) 638-4235
Principal: Anthony Embriano

The Program

The objective of the program *Acting and Creative Movement* is to give students a positive "hands on" experience in acting and creative movement. Much of the program has a strong guidance emphasis, making it appropriate for group guidance classes. Students gain greater insights concerning interpersonal relationships, personal growth and freedom, and their ability to communicate effectively.

Students are initially introduced to the non-verbal basic elements of acting and creative movement, such as pantomime and the four forms of locomotion. Then students take part in the processes involved in the verbal techniques for acting including the techniques involved in dramatic oral reading, the three methods for memorizing lines, and the use of elliptical scenes (simple one-page scenes) to be memorized and performed in class. They also learn the techniques and guidelines for staging a play. The program culminates with the students' presentation of a one-act play.

There is a complete plan for each lesson, with every assignment explained in detail, giving pertinent information and activity projects for the teacher. It should be noted that many of the lessons will take more than 45 minutes, and may require two full periods for completion. Interested teachers will want to keep to the existing lesson order, since the sequence has been planned to allow the students to discover how each element contributes to a finished performance.

In addition to the lessons provided, a teacher may introduce basic grammar, vocabulary, and writing skills into this acting/creative movement program. For example, the words *relaxation* and *reproduce* are mentioned in several lessons and could be used for the teaching of the prefix *re-*. This approach provides the potential for introduction and/or reinforcement of a basic skill.

An ongoing homework assignment in this program is to have the students write a paragraph describing their feelings after completion of a dramatic task. This may be an ideal time to discuss the ingredients for writing better paragraphs, such as sticking to one topic and giving details.

The Students

This program is used with students, who vary in level of achievement and range in age from 15 to 17. With proper adaptation, it could be utilized for junior high school students, with either small or large groups.

The Staff

Nelson Jewell developed this program and implements it. He has four years of teaching experience outside of New York City and one year inside. He has been a professional actor and stunt man in many films, plays, and musicals. The program can be implemented without support. However, Jewell was encouraged to develop and implement it by the principal, assistant principal, and center administrator.

Materials and Facilities

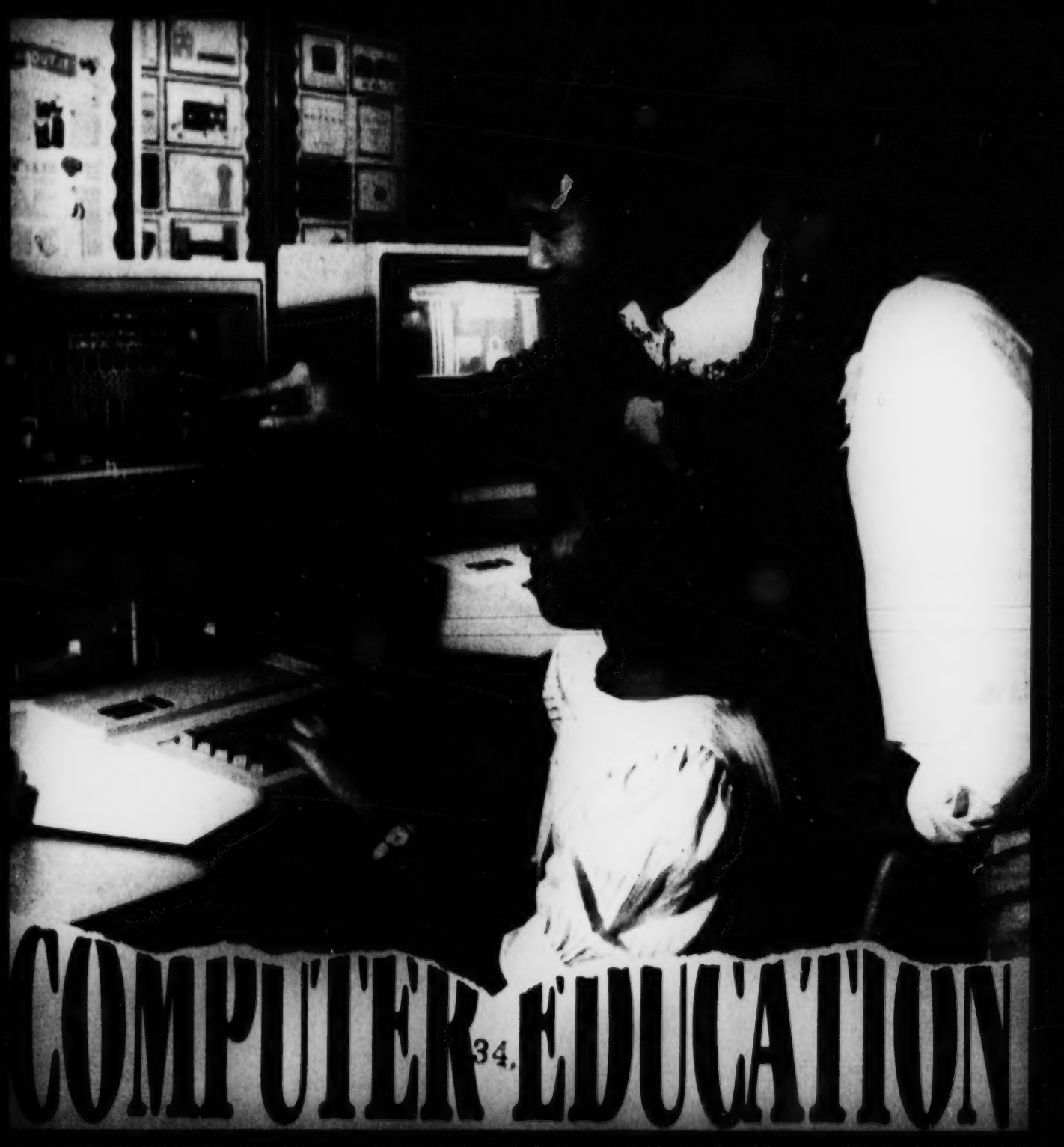
A large room is preferable, but any classroom could be utilized if the chairs are pushed out of the way when clear space is needed. The book, ***The Theatre: An Introduction***, by Oscar Brockett, Holt, Rinehart, and Winston, Inc., New York, 1964 is recommended. All other materials can be photocopied and are supplied in the 84-page program guide, which is available, as is a bibliography of books and scripts.

Outside Resources

If possible, a trip to a Broadway or Off-Broadway show would be invaluable. Jewell has been able to secure free tickets for his students by participating in the Drama Enrichment Program sponsored by the Board of Education and The Shubert Organization.

Overall Value

Developer Jewell states, "Each lesson is designed to enrich the individual's creativity and foster responsibility, commitment, and confidence. All of these values are necessary for a successful future in high school, college and in today's job market."



COMPUTER EDUCATION

Caring and Sharing through the Computer

Elementary School
Computer Education/Arts

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Grades 4 through 8

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More Information:

Gail E. Gabler
Shell Bank I.S. 14 (CSD 22)
2424 Batchelder Street
Brooklyn, NY 11235
(718) 743-0220
Principal: Aaron Friedman

The Program

Caring and Sharing through the Computer is an interdisciplinary computer program in which students create a "Get Well Card"—including a greeting, computer artwork, and a story—to teach and to cheer up a child who is in the hospital. As the students use the computer to draw and write for an audience, they develop pride in their ability to help others.

The students work in pairs, using the LOGO computer language to explore making designs and shapes. After discovering commands to make the regular polygons and circles of different sizes, students draw a computer graphic containing four different polygons, two different-sized circles, and a few irregular lines.

The pictures are used as the basis of a story. Students discuss the main character, his or her personality, the setting, and the plot. Then they use a word processor to write. When the story is completed, another student proofreads it before the first draft is printed out. The teacher and students review the draft, and the students use the word processor to edit. For a picture of stars and circles, one student wrote a story called, "Little Space Man." It is about a little man from space who was knocked off his planet by a shooting star.

In the final phase of the program, students create an original "Get Well Card," using the shapes in "Logowriter"—a version of LOGO created by Logo Computer Systems, Inc. Some students covered a page with cars, and typed the words, "HOPE YOU ARE ROLLIN' SOON!" in the center. The completed three-page "cards" are presented to teachers at local hospitals, who share the material with their students.

A course outline, student work samples, and a list of software applicable for this program are available to interested teachers.

The Students

This program is used with nine seventh-grade classes of about 30 students each, meeting two or three times a week. Both regular academic classes and special progress classes have successfully participated. Since each student produces material at his or her own level, the program can be implemented with smaller groups, with younger students, and with special education classes.

The Staff

Gail Gabler, who developed and implements the program, has been teaching for 14 years. She wrote the teacher's edition, side-column technology lessons for the 1987 Holt *Mathematics Unlimited* series. Administrative support is most helpful in making contacts with local hospital-assigned teachers.

Materials and Facilities

Although it is currently implemented with a computer for every two students, and with accessible printers, this program can work with the scheduled use of one computer and printer. Also, students can create cards, pictures, and stories using a variety of widely available graphics and word processing computer software now in schools. For example, "Print Shop," (Broderbund), "Dazzle Draw," (Broderbund), "Bank Street Writer," (Scholastic), and "The Newsroom" (Springboard and Scholastic).

Outside Resources

The hospital-assigned teaching staffs of local hospitals have proven most valuable in their receptiveness.

Overall Value

"In a large urban community," says developer Gabler, "students do not always realize the power each person has to make a difference. The experience of sharing her or his work gives each child an immediate purpose for learning to read, write, and create."

Long ago, the mice lived in a small and peaceful village surrounded by high, green mountains.

The Program

Computer Story Books provides an opportunity for children to incorporate LOGO learning into reading, writing, and other curriculum areas. LOGO has been considered to have the potential to foster stimulating and meaningful learning through its computer-and-child interactive environment. The program is designed as a class project, so that tasks can be divided among class members in order to complete a story more quickly and for the purpose of maintaining a high level of motivation.

Children are first asked to select and read a story book, then to retell the story, together as a class. Main ideas of the story are elicited from the class, then arranged in sequence. Each child selects, or is assigned, one main idea from the sequence to illustrate on the computer via "LogoWriter," which allows the incorporation of text into graphics. Finished pages will then be linked together in a slide-show format to create a computer story book, or printed out to be made into booklets. Music and animation can also be added to make the computer story books more entertaining.

The Students

Participants are all the LOGO students in the fourth-, fifth-, and sixth-grade classes, approximately 20-25 students per class. The children come to the lab daily for 45 minutes. The program can also be adapted for small groups, or individuals.

Perez the Mouse volunteered to go across the mountains to meet Mangato the cat.

The village was peaceful because "Perez the Mouse" was ruler of the land.

Computer Story Books

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Elementary School Computer Education

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Grades 4 through 6

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More Information:

Minh Uchiyama
Gwendolyn Powell Brown Computer School (CSD 3)
370 West 120th Street
New York, NY 10027
(212) 678-2925
Director: Steven Plaut

The mice carried Mangato to the field to burry him. They felt very sad because they had lost a friend.

One day, there was a big cat who came to live on the other side of the mountain.

The Staff

Minh Uchiyama developed the program for her LOGO lab. She has worked as a professional software developer and has taught computer science at Teachers College, Columbia University. Her background in art, music, and classroom teaching has enabled her to direct an exciting and sophisticated computer education program at her school. She and her Computer Club children were selected first-prize winners of the 1987 National Computer Learning Month Contest. Classroom teachers are consulted regarding the curriculum and appropriate reading materials for their children. The program has the support of the school director.

Materials and Facilities

Apple IIe, IIc, or IIGS computers, "LogoWriter," and children's story books are necessary.

Outside Resources

No outside resources are required.

Overall Value

Developer Uchiyama advises, "The most rewarding aspect of this program is watching children view their finished stories on the computer screen. Children are highly motivated when working on the program, and are eager to read and produce their next books. Learning can be so much fun!"

But as the mice were crying, Mangato got up and followed up some mice that were close to the hole. The rest of the mice ran as fast as they could.

Computer Graphics: Conduit to Visual Literacy

High School
Computer Education

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Grades 9 through 12

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More Information:

Steve Feld
John F. Kennedy H.S.
99 Terrace View Avenue
Bronx, NY 10463
(212) 562-5500
Principal: Charles Saltzman

The Program

Computer Graphics: Conduit to Visual Literacy is introduced to students as they master the basic commands of the keyboard to manipulate the three basic geometric shapes into their own original creations.

The program begins with the students' mastery of the three commands: line, box, and circle. Once they have integrated these commands into their graphic capability, students develop increased facility with them by completing computer graphics that require their use. The drawings produced with the keyboard as their drawing tool represent the students' first concrete representations of their newly fused visual literacy link. This link is strengthened through a series of ongoing challenges and exercises employing the keyboard as a tool for realizing student designs.

One of these ongoing challenges involves teaching the students how to use the FLIP command. This command, in conjunction with the ARC command, allows the student to draw the heart, light bulb, butterfly and a cartoon character. Through the FLIP command, the visual literacy link is realized as the computer completes the various drawings for the student artists. The program goes sequentially through the various computer commands, with student works demonstrating the intensified visual literacy achieved, until it culminates as an independently executed slide show showcasing students' portfolios.

As they progress through this sequential program, students are integrating critical thinking, seriating, prioritizing, judgment formation, problem solving, forecasting, checking and confirming, designing, exploring alternative solutions, and maintaining a problem overview. In addition to these cognitive benefits that will enhance the students' achievement cross-curriculum, the portfolios of original drawings executed on the computer are tokens of students' affective accomplishments which measurably and materially enhance self-esteem.

The Students

This program currently reaches 200 students from various grade levels, among whom are students randomly electing it to meet the regents art requirement and special education students being mainstreamed. It could be extended to ESL learners, who could particularly benefit from the visual literacy modality, and to those students who are art concentration/computer graphic potential professionals.

The Staff

Developer Steve Feld has taught in the school system for more than 20 years as an art teacher. He is the current president of the Media Arts Teachers Association. He is a consultant and developer of educational software for the Office of Technology, as well as for various independent educational concerns. Feld has explored and created within a vast array of arts/creative media.

Materials and Facilities

IBM DOS or TANDY Computer, 64K is required. Applicable software, such as "PC Crayon," is recommended.

Outside Resources

This program requires no outside resources for basic implementation, but it can tap the richness of the city by using the Museum of Holography, International Center of Photography, and the Uris Education Center.

Overall Value

Developer Feld reports, "This program is adaptable to any IBM DOS compatible computer lab in the public schools. Its cognitive and affective values extend far beyond immediate computer and visual literacy objectives."

THE CONSTITUTION

Up Close and Personal

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Elementary School
Constitution/
Communication Arts

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Grades 3 through 6

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More Information:

Theresa Santano
P.S. 346 (CSD 19)
1400 Pennsylvania Avenue
Brooklyn, NY 11239
(718) 642-3000
Principal: Martin Rosansky

The Program

Up Close and Personal is a program designed to acquaint children with the lives of the persons who wrote our Constitution. The students research the lives and times in which the Constitution was written, learn about the Colonial Era, and understand why our Constitution is a living document that can and has been amended over the years.

The class writes the script for a puppet play, to be presented to other classes. The script focuses on the worries, fears, hopes, and triumphs of the framers of our Constitution. In this way, other students can understand the significance of the document.

The script is reproduced for use by other teachers and classes, with instructions on how to produce the hand puppets. A set of follow-up activities is included, with directions on how to set up a Constitution center in the classroom. These ongoing activities take most of the school year to complete.

The children gain many skills from *Up Close and Personal*, among which are library and research methods, communication, language arts, art and acting skills, script writing, the production of a puppet, and reasoning and critical thinking skills.

The Students

There are 30 fifth-grade students participating in this program, which meets twice a week for 45 minutes. The program can be adapted to smaller or larger groups at different levels.

The Staff

Up Close and Personal was developed and is implemented by Theresa Santano, who has taught in the New York City public school system for 20 years. The program can operate without administrative support.

Materials and Facilities

The materials required are those needed to produce the puppets: felt, styrofoam ball, scrap materials, dowels. If room is not available, the puppet theater, which is made of cardboard, can be set up on the teacher's desk. The children use the library for research. The following books can be used for this program: Carson, Clarence B., ***The Beginning of the Republic 1775-1825***, American Textbook Co., P.O. Box 308, Greenville, AL, 36037; Collier, Christopher, ***Decision in Philadelphia***, Reader's Digest, Random House, New York, 1986; Hayman, LeRoy, ***The United States Constitution and the Men Who Wrote It***, Four Winds Press, Scholastic Magazine, Inc., New York 1968; and Bennet, Wayne, ***The Founding Fathers***, Garrard, Champaign, IL, 1975.

Outside Resources

No outside resources are required.

Overall Value

"This in-depth study of the Constitution, and of the men who wrote it, imparts a multilevel awareness of the importance of a democratic society," believes developer Santano.

Write About Rights

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Junior High School
Constitution/
Social Studies

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Grade 8

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More Information:

Nancy Fahnestock or
Frank LaPina
JHS 10 (CSD 30)
45-11 31st Avenue
Long Island City, NY 11103
(718) 278-7054
Principal: Bertrand Valenti

The Program

Write About Rights integrates the social studies and computer classes in a joint program to enhance the teaching of the Constitution and American government. Students increase their knowledge of American government by studies in the Constitution, separation of powers, the Bill of Rights, and the 13th and 14th amendments. These concepts come alive by the production of a school journal called *Write About Rights*. The writing skills required are developed through the students' work in the computer room. The journal contains articles about constitutional tests, compromises and questions as well as original crossword puzzles that are factual and computer generated. The entire school receives a copy of this journal.

Interested teachers may contact the developers for the following: lesson plans, a student manual containing instructions for the IBM Writing Assistant program, a disk with specific activities for use with the manual, and public domain software to create the computer-generated crossword puzzles. A sample copy of the *Write About Rights* journal is also available from the developers.

The Students

The students are eighth-graders of average ability who study American history and computer science. They meet once a week, in groups of 35. The program is conducted in the computer room.

The Staff

This program was originally developed by Nancy Fahnestock, a math/computer teacher for over 17 years, who now implements it along with Frank LaPina, a social studies teacher in the school for more than 30 years.

Materials and Facilities

Materials already in existence in a social studies department can continue to be used, including films, books, and texts on the Constitution and American government. The computer room will need to be utilized, together with ***Write Now*** textbooks by Globe Productions, IBM Writing Assistant programs, and a box of computer paper for the publication of the school journal.

Outside Resources

Students who participate in the program have on-line access to UNITEX, an information interchange, and Grolier Academic Encyclopedia. This enables them to download files relating to constitutional issues.

Overall Value

According to developers Fahnestock and LaPina, "Student motivation to produce a school publication creates a more positive attitude toward American government and civic affairs, and sharpens their skills in the computer room via the use of word processing equipment."

A Philatelic Look at the Constitution

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Junior High School
Constitution/
Social Studies

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Grades 7 and 8

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More Information:

Harvey Feldman
JHS 281 (CSD 21)
8787 24th Avenue
Brooklyn, NY 11214
(718) 996-6706
Principal: Gerard E. Bradley

The Program

A Philatelic Look at the Constitution is an interdisciplinary program that uses social studies, language arts, and communication skills to develop within the student an appreciation for the basic principles of our Constitution. Using first-day covers and stamps commemorating the U.S. Constitution, from the first meeting of the Constitutional Convention to the last state's ratification of the Bill of Rights three years later, the student will be involved in investigating the complete "story" behind the stamp.

Each student selects those philatelic materials that evoke in him/her the curiosity to know more. In order to present their findings, the students will necessarily be exposed to varied sources of information. They develop the ability to do effective and specialized research, and to deliver an oral presentation that includes posters, photographic essays, video productions and three-dimensional illustrative projects. Role playing and interaction between and among students is an important part of all presentations.

In addition, the philatelic materials themselves provide an ideal opportunity to view the scenes of days gone by, and they allow students to do research into a most exciting era of our nation's history.

A newspaper of ongoing events related to the bicentennial that highlights student research findings is produced once each month.

All projects produced are collected and displayed in a schoolwide social studies fair. Many of the more interesting selections can be transported to other classrooms or schools, where the creators describe the "story" behind their projects and the philatelic covers that inspired them.

The Students

Two classes of seventh-grade students, approximately 30-35 in each class, participate in this program. The classes contain average students who are highly motivated by the philatelic materials. The students work individually and in small groups to accomplish their research and presentations.

The Staff

The program was developed and is implemented by Harvey Feldman, who has been a teacher of social studies for 18 years.

Materials and Facilities

A regular classroom can be utilized for this program, provided that there is sufficient space for the display of students' work. Materials needed are U.S. philatelic covers and stamps commemorating the U.S. Constitution.

Outside Resources

The New York Public Library is essential for research work, and a trip to view the historic sights in Philadelphia is highly recommended. Also, in 1986, the ***Staten Island Advance*** ran a series of day-by-day happenings at the Constitutional Convention which are ideally suited to the specialized research required.

Overall Value

"This program generates tremendous interest in, and understanding of, the values upon which our country was founded and the principles espoused in our Constitution," says developer Feldman. "It provides a vehicle to learn the research, writing, and communication skills needed to become a successful student in all disciplines."

Constitutional Law and Student Rights

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Junior High School
Constitution/
Social Studies

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Grade 7

The Program

Constitutional Law and Student Rights is an outgrowth of a law program at this intermediate school. As part of the law course, and of the student in-house court, an interdisciplinary approach to teaching the Constitution and the rights of students has been added. The purpose of this particular program is to allow students to see how the rights and freedoms of students are protected, and sometimes changed, through the Supreme Court's interpretation of the Constitution.

Students engage in criminal and civil cases and, through research and discussion, they are able to gain an understanding of the law and of our legal system. Each classroom activity revolves around an amendment to the Constitution and its application to students in school.

Students are given the facts of a case and quotations, which they can use to develop their own sense of values regarding the case presented. They are then asked to work in groups and to take different positions. They might be a principal who refuses to allow a school newspaper to be published because of an article that appears in it. They might be a student who has had his/her locker searched without his/her permission.

As students investigate each of the cases, they present their view of the law and their own interpretation. They can compare their conclusions with the Supreme Court ruling on the case, and discuss the ramifications of the Court decision. Whether they agree or disagree with the Supreme Court, they learn that the law of the land is open to interpretation by the Court.

In addition to cases concerning constitutional issues, students are involved in civil law, the obligations and responsibilities of minors in contracts, and negligence cases. They begin to understand the law and, as they argue each case, they view the facts from different perspectives, and gain deeper insight and understanding.

The Students

This program has become part of the law curriculum, and the material on student rights is used as a culminating activity. The classes consist of seventh-grade students. A teacher can allow two to three days for each case, and there are ten cases that can be used. Each case has a follow-up activity in which the student becomes a Supreme Court Justice.

The Staff

Barry M. Fein, who developed and implements this program, has been teaching for 15 years in the New York City school system. The law program he developed has been in existence for the last seven years. He has received many grants for his program, the last being a 1987 James Madison Summer Fellowship to study the Constitution of the United States.

Materials and Facilities

Teacher-made and student-prepared materials, plus publications such as ***The New York Times***, are all the teacher needs to involve students in a motivating series of lessons.

Outside Resources

Local libraries are excellent additional resources for student use and teacher preparation, if needed. However, the material provided is more than enough to begin with.

Overall Value

Developer Fein reports, "By examining the decisions of the Court, students are able to understand how the Constitution works and why it is such a flexible document."

More Information:

Barry Fein
I.S. 96 (CSD 21)
99 Avenue P
Brooklyn, NY 11204
(718) 236-1344
Principal: John L. Mancini, Jr.

Tell It to the Judge

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Junior High School
Constitution/
Social Studies

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Grades 7 through 9

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More Information:

Harvey Pearl
JHS 281 (CSD 21)
8787 24th Avenue
Brooklyn, NY 11214
(718) 996-6706
Principal: Gerard E. Bradley
Special Education Supervisor:
Michael Carrieri

The Program

Tell It to the Judge is a social studies program that emphasizes the legal rights of the individual. Its purpose is to familiarize the students with the Bill of Rights, as it applies to their daily living.

Students read newspapers to find cases or are assigned cases relating to individual liberties and the Bill of Rights. Most are criminal cases such as the violent incident at Howard Beach and the trial of Bernhard Goetz. This past year surrogate motherhood was also related to discussions of constitutional rights.

Projects, such as debates and mock trials, begin as individual activities in which students research and write papers on their cases. Later, in committees, compositions are combined and resolved into final form for class presen ation. The class discusses, debates, and evaluates the findings of each group.

The Students

This program has been used in seventh-, eighth- and ninth-grade classes of about 30 students. Both average and above average students have participated. At least 25 lessons should be anticipated.

The Staff

The program was developed and is implemented by Harvey Pearl, who has been teaching social studies for 25 years.

Materials and Facilities

Students are responsible for purchasing newspapers and watching news programs on television or listening to them on radio. Their textbook, ***The New Exploring American History*** by Melvin Schwartz and John R. O'Connor (Globe Book Company Inc., 1981), contains the Constitution and amendments.

Outside Resources

A visit to a criminal court to observe the judicial system in action would enrich the learning.

Overall Value

Developer Pearl tells us, "By examining actual cases in the newspapers, students become aware of their inherent rights and of the problems associated with these rights. Students' response at the end of this program is always enthusiastic."

Tilyou Law Court

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Junior High School
Constitution/
Social Studies

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Grades 8 and 9

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More Information:

Seymour W. Plave
JHS 303 (CSD 21)
501 West Avenue
Brooklyn, NY 11224
(718) 996-0100
Principal: Marian Nagler

The Program

Tilyou Law Court is a program in which students actually make use of a true courtroom. It is conducted by students trained as judges, attorneys, and bailiffs, under the direction of the program developer.

Mock trials are conducted during the spring term to provide practical experience, in preparation for operating the student court. Bar exams are given so that students may qualify to be attorneys and judges.

Student cases are referred to the court in a number of ways. Students seek redress in complaints against other students. Deans and assistant principals make referrals, and referrals are often received from teachers.

Trial is held, with students from throughout the school subpoenaed as jurors. The jurors are "examined" by the attorneys and judge to ensure a fair trial. The adversary system is utilized—the defense and prosecution present their evidence, via witnesses, items of evidence, and summations. The jury is instructed and withdraws to reach a verdict. Should the verdict be guilty, a panel of student judges meets to determine an appropriate sentence for the accused.

The deans and assistant principals are advised, and the sentence is enforced. The court is advised of the defendant's completion of the sentence. Sentences include probation, "Conduct Cards," essays, public and written apologies, school and community service.

This program provides an alternative to customary procedures for dealing with student infractions. Court participation also upgrades student skills in public speaking, logical thinking, and writing. Finally, many students have advised that they are considering careers in law.

The Students

This program involves a minimum of two classes assigned to the developer teacher. The students are scheduled for four to five periods of social studies and two additional periods of law studies. The students' ability ranges from average to above average. The eighth-grade class is undergoing training during the year, while the ninth-grade class (having completed a year of training) is conducting the court. The entire student body is involved as plaintiffs, defendants, and jurors.

The Staff

Seymour W. Plave developed and implements this program. A licensed social studies teacher for 30 years, Plave has formulated a team-teaching program in social studies, has acted as Brooklyn II coordinator of the borough's general organizations, and has been faculty advisor to the school's student council. The courtroom itself was jointly planned and then constructed by the industrial arts department, with the assistance of students.

Materials and Facilities

A student courtroom is required for the program. An ordinary classroom was chosen, reconstructed, and set aside for court use. A second classroom is utilized for all instruction. The court is a replica of a true-to-life courtroom. The setting provides the "aura" that contributes to the program's success. If this is not possible, a classroom could be utilized. Texts are needed to implement the course of study: for example, ***Street Law***, Lee P. Arbetman et al., West Publishing Co., New York, 1980, and ***You and the Law***, Richard L. Gold, Educational Design, Inc., New York, 1984.

Outside Resources

We have visited the Brooklyn Supreme Court to witness trials in operation. We have had judges, lawyers, police, court and detention officers meet with us in school. Congressman Stephen Solarz enhanced the dedication ceremony by presenting a flag from the Capitol.

Overall Value

"Students are provided with an understanding and appreciation of our legal system and the judicial process," comments developer Plave. "The court acts as an outlet for student grievances and an alternative means for settling differences. It provides standards that are high for student behavior and performance, and, rather than taking 'action,' students seek redress and justice in the court."

Moot Court: Techniques and Strategies

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High School
Constitution/
Social Studies

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Grades 10 through 12

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More Information:

Betty Eisenstadt
Andrew Jackson H.S.
201-01 116th Avenue
Cambria Heights, NY 11411
(718) 528-4220
Principal: Leslie C. Weng

The Program

Moot Court: Techniques and Strategies prepares students to participate in the statewide mock trial competition. Included in this program are guest speakers, usually attorneys; a linkage with St. John's University, in which a third-year law student team-teaches with the regular teacher; and class trips, to a district attorney's office, for example.

Students are introduced to trial techniques and strategies throughout the program. In class, role playing in which former and present trials are acted out is used extensively. Sometimes students are videotaped after several rehearsals, and videotapes are viewed for self-analysis. One video session generally takes place in St. John's Law School's moot courtroom.

Through their courtroom experience, students learn to work in groups and are exposed to the use of media. They become aware of career opportunities in law, while learning about the operation of the civil and criminal justice system. In this process, the students in the program become better informed citizens.

The Students

One class of 34 students participates in this program, and meets five days a week. The students are a heterogeneous group from grades 10 through 12, but this program can be adapted to students at any achievement level in grades 8 through 12.

The Staff

Betty Eisenstadt developed and implements *Moot Court*. A social studies teacher at her high school for 19 years, she recently won a stipend for a trip to Washington, D.C. in honor of the 200th anniversary of the Constitution. An added feature of this program is the assistance of St. John's University's Law School and the various guest speakers who provide the expertise of the professional. Because this program is implemented as a class, it is important to have the support of the administration and the school staff.

Materials and Facilities

A regular classroom is required, although a courtroom is a valuable asset in providing verisimilitude for the students. A tape recorder or videocassette equipment is used to record the role-playing sessions, and to play them back for analysis and evaluation. The following book is recommended for the class: ***Street Law***, Arbetman, McMahon and O'Brien. West Publishing, San Francisco, 1980.

Outside Resources

Invaluable assistance is provided by a third-year law student from St. John's University and by various guest speakers, such as Mortimer Laurence, an assistant district attorney, Carole Hockberg, a legal aid lawyer, and Police Officer Lillian Braxton from the Sex Crimes Unit. At least one class trip to a district attorney's office is included. Other trips are made to the Federal Court in Foley Square, where the statewide mock trial competition takes place.

Overall Value

"This program," says developer Eisenstadt, "helps students organize their ideas, and present an argument in a visible fashion at the same time that it develops reading, writing, listening, and speaking skills."

The Constitution –Hindrance or Permit?

High School
Constitution/
Social Studies

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Grade 12

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More Information:

Ellen Frank
H.S. of Graphic Communication Arts
439 West 49th Street
New York, NY 10019
(212) 245-5925
Principal: Pat DeMeo

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The Program

The Constitution—Hindrance or Permit? is a program that may be incorporated into the 12th-year Participation in Government course or used as a social studies elective on law. Its multi-strategy approach to teaching law-related concepts includes discussions, simulations, role-playing, career exploration, on-site visits, and interviews with key members of the legal system. The program's purposes are to foster appreciation of the relevance of constitutional principles to our daily lives, and to re-evaluate the original intent of the framers of the Constitution in light of recent court decisions.

Students engage in reading and studying the Constitution, role-playing famous cases in history, studying trial practice and procedure, and writing and videotaping a simulated case.

The program begins with students being given a piece of paper and told to play a game. They are not given rules. Students soon discover they cannot play the game, and a discussion begins about the need for laws in society. A brief historical review traces the development of democracy in France and England, comparing it with the growth of democracy in the United States. Students role-play the founding fathers of our country, and discuss what type of government they think would be best for our country. They then compare the students' conclusions with the United States Constitution, and the rationale behind its ratification.

Also incorporated in the program is a unit on housing law, in which students evaluate the effectiveness of housing court and later simulate a housing court trial. This enables students to visit housing court, meet with a housing inspector, interview a housing law attorney, and finally write a screenplay of a housing dilemma and legal resolution. The students produce a videotape of their visit to housing court and their simulated housing court trial. The actual videotape won first prize in the House Sense Fair run by the Department of Housing Preservation and Development (HPD).

The Students

The program has been used in several 10th-grade law elective classes of 34 students each. Classes of students at all levels of academic achievement have successfully participated in the program. At least 15 lessons should be allowed for the program, plus at least one field trip to a court and several sessions with speakers from outside the classroom.

The Staff

Ellen Frank developed and implements the program. Formerly a practicing attorney, she has been teaching for four years. She has won awards from the Department of Housing Preservation and Development for housing law projects in 1986 and 1987.

Materials and Facilities

A video camera and a recorder are used to videotape the mock trial and court visit. The program can be implemented in a classroom where the furniture can be rearranged. Some books that have been helpful are ***Street Law***, Arbetman, Lee P., McMahon, Edward T., and O'Brien, Edward L., St. Paul, MN, 1980; and ***Update***, a three-times-per-year publication of the American Bar Association.

Outside Resources

The program has been supported by the law firm of Lord, Day, Lord, Barrett Smith, which provided speakers in the classroom and coordinated trips to the courthouse. The firm also hosted the students at their offices and coached both moot court and mock trial teams after school. HPD supported the program by providing curriculum guides, obtaining guest speakers for the classroom from the Office of Housing Inspection, and coordinating the videotaping and interview with a housing court judge. The curriculum guides were drawn from a compendium of resource materials entitled ***Home Sick? Try House Sense!*** This is available from Curriculum Publication Sales, Board of Education.

Overall Value

"Students enjoy the creative aspect of writing their own trials and videotaping their productions," advises developer Frank. "They also understand the system of justice through a practical application."

Constitutional Minutes

High School
Constitution/
Social Studies

Grades 11 and 12

The Program

Students in *Constitutional Minutes* learn to prepare three-to-five minute oral reports on issues relating to the Constitution. They begin by researching constitutional issues and topics, gathering data, and then writing a report in which they give their opinion on a specific question. Students then distill this information into an oral report that is videotaped. The videotape becomes part of the school's bicentennial celebration of the Constitution and a resource for teaching a unit on the Constitution in other classes. Questions to be explored might include: Does the Constitution support affirmative action programs? Does the Constitution advocate prayer in the classroom? Does the Constitution uphold capital punishment?

More Information:

Howard Riez
Andrew Jackson H.S.
207-01 116th Avenue
Cambria Heights, NY 11411
(718) 528-4220
Principal: Leslie C. Weng

The program introduces students to using the media, and reinforces oral reading and writing skills. Students learn to identify the major issues of our society that relate to the Constitution, and they learn how to use the library for research.

The Students

This program is being implemented in 11th-grade social studies classes in which the students are grouped heterogeneously. Classes consist of approximately 34 students, and meet five times weekly. The program can be adapted to grades 7-12.

The Staff

Howard Riez, who developed and conducts the program, has been a social studies teacher for 23 years. He has written curricula in law and consumer education for the New York City Board of Education, and has been involved in several staff development programs as a trainer. The program is supported by administration and staff, who make arrangements for videotaping. The program can be implemented by any teacher in his or her classroom.

Materials and Facilities

A regular classroom is utilized. A video recorder or tape recorder adds a special dimension to the process. Pamphlets and texts from the Federal government on the Constitution have been used, including ***The Constitution of the United States, We the People . . .***, a text prepared for the National Bicentennial Competition, published by the Center for Civic Education, Calabasas, California, 1987.

Outside Resources

The facilities of the school library are used for researching the constitutional issues, as well as for showing audiovisual material on the Constitution.

Overall Value

Developer Riez advises, "This program teaches students to research a particular topic and to organize ideas in a coherent and concise fashion."

Constitution in Court and on Computer

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High School
Constitution/
Social Studies

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Grade 12

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More Information:

Ann Rosenberg
Adlai E. Stevenson H.S.
1980 Lafayette Avenue
Bronx, NY 10473
(212) 931-3840
Principal: Michael Weber

The Program

Constitution in Court and on Computer applies real-life situations observed in court to a computer simulation exercise. Using the themes of Supreme Court decisions, students learn word processing skills and decision-making strategies.

In this program, 12th-grade students visit the criminal courts and see how the civil rights guaranteed by the U.S. Constitution protect defendants through pre-trial and trial procedures. The computer is used to provide the follow-up simulations of real-life situations, as well as to facilitate the writing and revising of essays about civil liberties.

Students are required to write an essay whose complexity depends upon the ability of the individual student. Topics can be chosen from any of the court proceedings observed, or from current events. Some examples of past topics are bail or jail—who should be released to the streets, our overloaded court system—which cases should be tried, and the role of the judge in criminal cases. Civil liberties protecting the defendant as he passes through the criminal justice system are highlighted in the paper. Computers are used to develop word processing skills as the composition is written and revised. Computer simulation activities, using available software, reinforce the students' understanding of constitutional guarantees.

The students have the opportunity to practice questioning skills when they meet with judges, lawyers, police officers and criminal investigators in the criminal courthouse. They can evaluate the effect of constitutional guarantees on all participants in the criminal justice system. While assuming the role of a lawyer in the simulation activities, students further develop analytical and decision-making skills.

A guide is available to help students closely observe the courtroom scene.

The Students

Approximately 70 students participate in this program as part of their regular social studies curriculum. The trip, related activities, and visits to the computer room require about fifteen 45-minute periods. This program can easily be adapted for all levels of achievement.

The Staff

Ann Rosenberg, who developed and implements this program, has taught social studies on the secondary and collegiate levels for over 15 years. She holds a doctorate from Teachers College and has published a book entitled ***Freudian Theory and American Religious Journals***. During the summer of 1987, she was awarded a fellowship to study Third World cultures. Student volunteers aid in the implementation of the program in the computer room.

Materials and Facilities

A computer room containing 15 or more terminals, a word processing program, and a printer are needed to conduct this program. Computer software, "U.S. Constitution Tutor and Supreme Court Decisions" (Opportunities for Learning, Inc.) and spirit masters, "Criminal Justice and Civil Justice" (Scholastic Books: New York, 1979) are used in the simulation and for reinforcing the lessons.

Outside Resources

A trip to the county criminal court is central to this program. While visiting the courthouse, interviews with presiding judges, assistant district attorneys, police officers, and criminal investigators may be arranged.

Overall Value

According to developer Rosenberg, "This program generates increased respect for the criminal justice system as it improves thinking and writing skills. Students achieve a better understanding of their world, which leads to improved self-esteem."

The Presidential Report Card

High School
Constitution/
Social Studies

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Grades K through 12

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More Information:

Stephen A. Shultz
Boys & Girls H.S.
1700 Fulton Street
Brooklyn, NY 11213
(718) 467-1700, ext. 55
Principal: Frank N. Mickens

The Program

The Presidential Report Card is a program that gives students the opportunity to: examine the role of the chief executive, as outlined in the Constitution; develop criteria to evaluate the comparative abilities of particular presidents; and apply these criteria to actual presidential case studies.

Students often feel that the issues of history have no relevance to their world. By identifying and applying the criteria that they themselves develop, students can use imaginary situations to repeat the actions of a past president in the context of a contemporary setting. For example, George Washington's foreign policy can be applied to the problems that exist in foreign affairs today. The use of the media by Presidents Kennedy, Nixon and Reagan is another criterion used for comparison.

The materials needed are minimal, and the program, once it is implemented, provides fruitful focus for discussion and comparison. An imaginative teacher can even take the ideas that would normally be applied to American history and government classes and adapt them to the study of any leader encountered in the global studies curriculum.

In addition to this, the role of the Constitution as a backdrop, guideline, and framework for presidential activity and for a balanced democratic society can be better appreciated.

The Students

The program is geared to a standard class size at any grade level, but can be adapted to all sizes of class groups and all levels of ability. Students meet in a normal class setting so the program can be readily used at any convenient juncture where a review or skills analysis is required.

The Staff

Stephen Shultz has taught in high school and junior high school. He was the recipient of the Association of Teachers of Social Studies and Social Studies Supervisors Association John Bunzel Award for High School Teacher of the Year (1987-88). He has also received a Rockefeller Foundation Fellowship to work with the new global studies curriculum, under the auspices of Global Perspectives/New York and the World, Inc. No other staff members are needed to implement the program; however, cooperation with the school librarians and the English department can enhance the program by extending it into the areas of research, committee work, writing, speaking, and debating.

Materials and Facilities

Suggested readings include: Goodman, Walter, "Historians Poll Ranks Kennedy High But Authors Continue to Argue Case," ***The New York Times***, November 21, 1983; Schlesinger, Arthur M., "Our Presidents: A Rating by 75 Historians," ***The New York Times Magazine***, July 29, 1962; Louis Harris Survey of Recent Presidents as quoted in David Wallechinsky's ***Book of Lists***.

Outside Resources

No outside resources are required. Field trips to historical landmarks and libraries can be used to accommodate the goals of the teacher and the needs of the students. Our program was further facilitated by information provided by David Fuchs, principal of Dewitt Clinton High School.

Overall Value

Developer Shultz explains, "When students create their own guidelines as tools for measuring presidential achievement, history and constitutional government courses come alive. They learn that historical and political measurements are both objective and subjective, and that it often takes a period of many years to develop an adequate perspective on the role of any particular president."

ESL/FOREIGN LANGUAGES

ESL through Art and Drama

Elementary School
English as a
Second Language

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Grades K through 6

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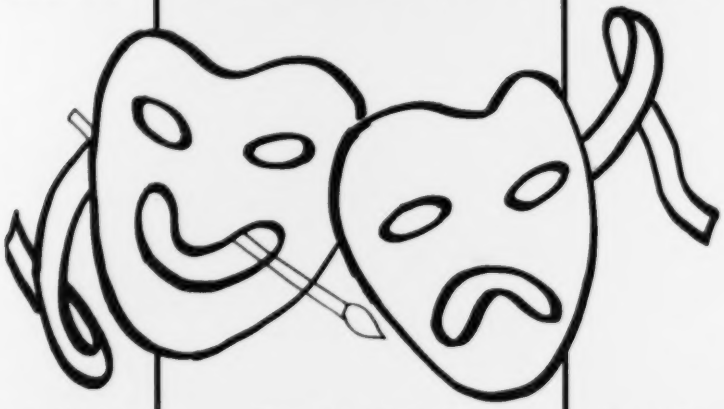
More Information:
Marcia Smith Barnestein or
Rachel Emproto
P.S. 22 (CSD 25)
155-33 Sanford Avenue
Flushing, NY 11355
(718) 762-4141
Principal: Bruce Shames



The Program

ESL through Art and Drama is designed to promote personal creative expression and increase communication skills in limited English proficient students. The program is a combination of visual arts, music and dramatic activities for non-native English speakers, through which specific vocabulary units are taught. For example, in a unit on feelings, focusing on the verb "to be," (I am happy, I am sad), the song "Happy Talk," from the musical *South Pacific*, is taught. Another example, using drama, would be "Handshakes." The object is to shake hands with everyone in the room, without speaking, but with an appropriate facial expression. This activity later uses a verbal response.

The arts in this program serve as a vehicle to promote holistic learning experiences. The diversity of the art forms influence learning and thought processes for the learner—not only during the activities themselves but also during the time of potential transfer to other modes of knowing and expression. A complete bibliography is available.

The Students

This program includes approximately 150 kindergarten through sixth-graders. Each group meets daily for 45 minutes in the ESL classroom or auditorium. The ideal group size is 15-20 students, and all grade levels can use the program successfully.

The Staff

The program was developed and is implemented by Marcia Smith Barnestein, who has been a second language teacher for over 25 years, and Rachel Emproto, who has seven years of experience in art and open classroom techniques. Both have ESL licenses.

Materials and Facilities

An intimate setting facilitates the approach and atmosphere desired. A variety of audio-visual equipment is recommended, including a tape recorder, slide projector, VCR, and overhead projector.

Outside Resources

Exhibits at the Asia Society, the Brooklyn Museum, and the Metropolitan Museum of Art, as well as multi-ethnic parent and community resources, are excellent.

Overall Value

Developers Barnestein and Emproto tell us, "Each student is able to feel success, and is thus motivated to further personal creative expression through increased skills as a new learner of the English language."

Creative Card Games for Language Learning

Elementary School
English as a Second Language/
Communication Arts

•

Grades K through 5

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More Information:

Judy Geller
Bureau of Reimbursable Services-ESL
Office of Special Projects
347 Baltic Street
Brooklyn, NY 11201
(718) 935-4167
Coordinator: Maria Mastrandrea

The Program

Creative Card Games for Language Learning is an English as a Second Language (ESL) program based on well-known and popular children's games. The students have the opportunity to practice language within a familiar but stimulating card-game format. A game paradigm consisting of Tic-Tac-Toe, Bingo, Concentration, and Go Fish is used.

The teacher sets up the linguistic structures using controlled vocabulary for each game, progressing from simple to more complex structures. A teacher-made "deck" of labeled picture cards for *each* content area (food, animals, clothing, transportation, etc.) is adaptable for all the games. This thematic approach allows children to develop vocabulary and use sentence patterns while sharpening cognitive skills at the same time. Students learn to follow directions, name and describe specific items, discriminate part and whole relationships, perceive similarities and differences and discriminate functions of items.

In all of the games, as each child takes a turn, s/he must identify the vocabulary item in a full sentence. Suggested responses for identification of a "shirt" may include: "The *blue shirt* is in the closet/dresser/washing machine. I have/s/he has a *blue shirt*. S/he's wearing/ s/he wears/s/he wore a *blue shirt*. My mother bought a *blue shirt*." The variations are unlimited. The students willingly listen to one another and provide peer correction while playing the game. These games provide students with important visual clues and manipulative materials as they strengthen their verbal skills.

The Students

Small groups of below average to above-average, beginning ESL students from grades K-3 participate in this program. ESL classes meet two to three times per week. The program can be adapted for older students as well. It can also be successfully used in FLES (Foreign Languages in the Elementary School) programs.

The Staff

Judy Geller, an ESL teacher on the elementary level for 15 years, developed and implements this program. She has been a presenter at the New York State Teaching English as a Second Language conference at Columbia University, and has also done teacher-training workshops. She is the author of three ESL teacher guides published by National Textbook Company. In addition, she developed a French immersion curriculum for grades K-3 and innovated this program for the Rockville Centre School District. The coordinator actively supports this program.

Materials and Facilities

This program requires "decks" of 52 picture cards (13 items reproduced four times) for each content area. The picture cards may be hand-drawn, photographed or taken from duplicator sheets, magazines or old books. Small pocket charts accommodate the game cards.

Outside Resources

No outside resources are required.

Overall Value

"Through these entertaining games, the LEP (Limited English Proficient) and/or the language deprived student has a better chance of successfully integrating new words and correct structures," explains developer Geller. "Kids love to play games and they are always eager to participate. The coordination of these games within an ESL lesson results in increased student participation and maximized self and peer correction."

Speaking of the Solar System

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Elementary School
English as a
Second Language

•

Grades 3 through 6

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More Information:

Elizabeth McGlynn
Chapter I/Non Public Schools
Reimbursable Services
347 Baltic Street
Room 210A
Brooklyn, NY 11201
(718) 935-4167
Coordinator: Maria Mastrandrea

The Program

Speaking of the Solar System, an interdisciplinary program for English as a Second Language students, uses the study of the solar system to integrate the teaching of oral language, thinking skills, and reading and writing skills. The teacher uses pictures and diagrams to elicit the student's experience in order to develop the concept of the solar system. Students engage in artwork to produce their own cutouts of the planets, which they use in a variety of oral language activities—labeling, classifying, comparing, noting details, and describing the size and relationship of the planets to each other. Students participate in game activities to reinforce language structure taught and to utilize thinking skills. For example, the students devise a game, "Guess the Planet." In this game, the students formulate questions and write clues, using comparative forms and adjectives to describe distance, size, colors, moons, and rings. Students also play a teacher-made board game, "Reach Venus." They read question cards and reply, using correct language patterns. This entitles them to a move on the board. The students use books and encyclopedias to research additional information that is given to the class. As an outgrowth of this program, students make their own booklets on the planets, incorporating language learning, science concepts, and student artwork, as well as reading, writing, and research skills. In addition, the students produce a class mural depicting the solar system.

The Students

This program has been implemented in an ESL pull-out program, with students from both third and sixth grades. These students meet twice a week for 45 minutes. Adaptations can be made for other grades.

The Staff

The program was developed and is implemented by Elizabeth McGlynn, a licensed ESL teacher with the board of education for 15 years. She has experience in teaching all grades at the elementary level, and also teaches adults in a continuing education program. She has presented at board of education conferences at Lehman College and LaGuardia High School of the Arts.

Materials and Facilities

Traditional classroom supplies, such as construction paper, crayons, markers, scissors, and paste, are all the materials that are required.

Outside Resources

School and public libraries are valuable for research. A class visit to the Hayden Planetarium is optional, and quite valuable.

Overall Value

Developer McGlynn reports, "Students find this program interesting and delightful because they handle the cutouts of the planets as they question each other, using newly taught language correctly. Since the results are so effective, any teacher might adapt the program to her/his particular situation."

Italian as a Second Language

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Intermediate School
Foreign Languages

•

Special Education

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More Information:

Marie A. Prisco
Barnes Intermediate School
(CSD 31)
228 Cleveland Avenue
Staten Island, NY 10308
(718) 356-4200
Principal: Maureen C. O'Brien
Special Education Supervisor:
Vera Cottone

The Program

Italian as a Second Language is a program that uses a directive teaching approach consisting of four major steps: assess, plan, implement, and evaluate. This is a structured organized approach that is beneficial to a child in special education. The overall idea is to make learning a second language a natural, personalized, enjoyable, and rewarding experience.

Material is presented in small learning components, and is followed up with various activities to provide for achievement. A lesson is presented using visual cues. A hand-drawn or magazine cut-out of the word is shown. The teacher gives the Italian name for it as she points to the picture. Students are drilled by the teacher as she points to the word in Italian and the pictures. Flash cards are used to practice and teach vocabulary. When students are shown the Italian word, they give the English word and vice versa. Pictures may also be drawn on the card, next to the word, when teaching a new word. Bingo sheets are prepared in both languages and used to drill and for recall.

Students are encouraged to draw pictures of words and simple phrases. They may also use pictures cut from magazines to represent their words or phrases. Puzzles are given in Italian. The students find the English word, or if given in English, they find the Italian word. The teacher may write a sentence on the board in English. Students are given the words, written in Italian, on a flash card. They come to the board if they have the appropriate matching card and place it under the English word.

Tests are given in the form of puzzles and activities such as anagrams, flash cards, and pictures representing vocabulary words. Words are put on the board by parts of speech. Students use one from each column to make a sentence. This also encourages the correct spelling of words.

Oral activities include greeting each other and asking and answering questions about the weather, day of the week, time, etc. Choral speaking is also used. Students are assigned group work with a student as group leader. This gives a qualified student the opportunity to perform peer teaching activities and gain more confidence, and it allows for the teacher to assist those that need additional help.

The Students

The program comprises approximately 50 students, 11 to 15 years old, from grades 6, 7, 8, MIS I and MIS II programs. Two classes meet five times a week. The students are functioning at least two years below grade level.

The Staff

The program was developed and is implemented by Marie A. Prisco, who has been teaching since 1978. She is assisted by a paraprofessional in her MIS II classes. The program has the support of the principal, and the special education supervisor.

Materials and Facilities

The room that houses the program is large and bright. Bookcases and built-in cabinets line the rear wall. In addition to students' desks and chairs, there are round and square tables for group work and projects. Three large bulletin boards are for display of students' work. Recommended books are: ***Discovering Italian 1***, Anna Maria Sabbione & Colin McCormick, Longman, Cheshire, Australia, 1984; and ***Passport to Italian***, Charles Berlitz, A Signet Book, New American Library, New York, 1974. Copies of lesson plans and activities are available.

Outside Resources

Useful to the program implementation would be the school library, for research on famous Italians; and a VCR to view Italian operas. The Garibaldi Museum on Staten Island can enrich the program. Parents may assist with ethnic cooking or trips to ethnic stores.

Overall Value

"This program may be used with any foreign language," says developer Prisco. "It is presented with the intention of giving the student a love of words. Many words that are in common use in both languages, that look and sound alike, and that relate to ordinary, everyday situations, are used, and the lingual ancestry is emphasized."

P.O.L.L.—Photographs and Opinions of Our Language Learners

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High School English as a Second Language

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Grades 9 through 12

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More Information:

Beth Smuckler
Theodore Roosevelt H.S.
500 East Fordham Road
Bronx, NY 10458
(212) 733-8100
Principal: Paul B. Shapiro

The Program

P.O.L.L. is designed to instill within the students the desire to read the newspaper habitually, in order to become aware of what is happening in the world and to understand where they stand in relation to these events and issues. In order to achieve this goal, students compose, compile, and collaborate in the creation of student newspapers based on articles about current events.

The students read the Sunday newspaper and choose the article with which they are most impressed. On Monday, they are to be prepared to state why they were attracted to this story. A discussion of the various articles ensues, followed by distribution of copies of the one article which will be the text for the week. The teacher presents the vocabulary, which is reinforced in the homework assignment. The rest of the week there is classwork and homework practice of the vocabulary, sentence structures, and contextual format. This language study is done, however, in conjunction with group activities and panel presentations based on the issue to be discussed that week. Students are given worksheets on which to take notes while they grasp the main idea and details and express them in their own words. Once they have filled out the worksheets, the students are prepared to meet to pool their responses to who, what, when, where, how, and why questions. The data gathered from these answers is submitted in paragraph form. Following presentation of their summaries, the students are given guiding questions and worksheets from which to form written and oral statements of their opinions. They also use these sheets when evaluating their peers' responses to previous issues. The program culminates with a publication that is comprised of student opinions on several related issues within an overall theme.

In addition to the classes involved in the reading and writing aspects, the typing class concentrates on the layout, the photography class generates the photographs and develops the film, and the printing class xeroxes and collates the copies. The guidelines, worksheets, and lessons are all available to teachers interested in adapting this program.

The Students

At least 70 students participate in the program at a given time. They are high school ESL students on beginning, intermediate, and advanced levels. The program can be adapted to English-speaking and gifted students as well. It can be conducted with just one class, or with as many as four.

The Staff

Beth Smuckler developed this program, which is presently implemented with the cooperation and participation of her colleagues in the foreign language department. It has the support of the chairperson and the administration as well.

Materials and Facilities

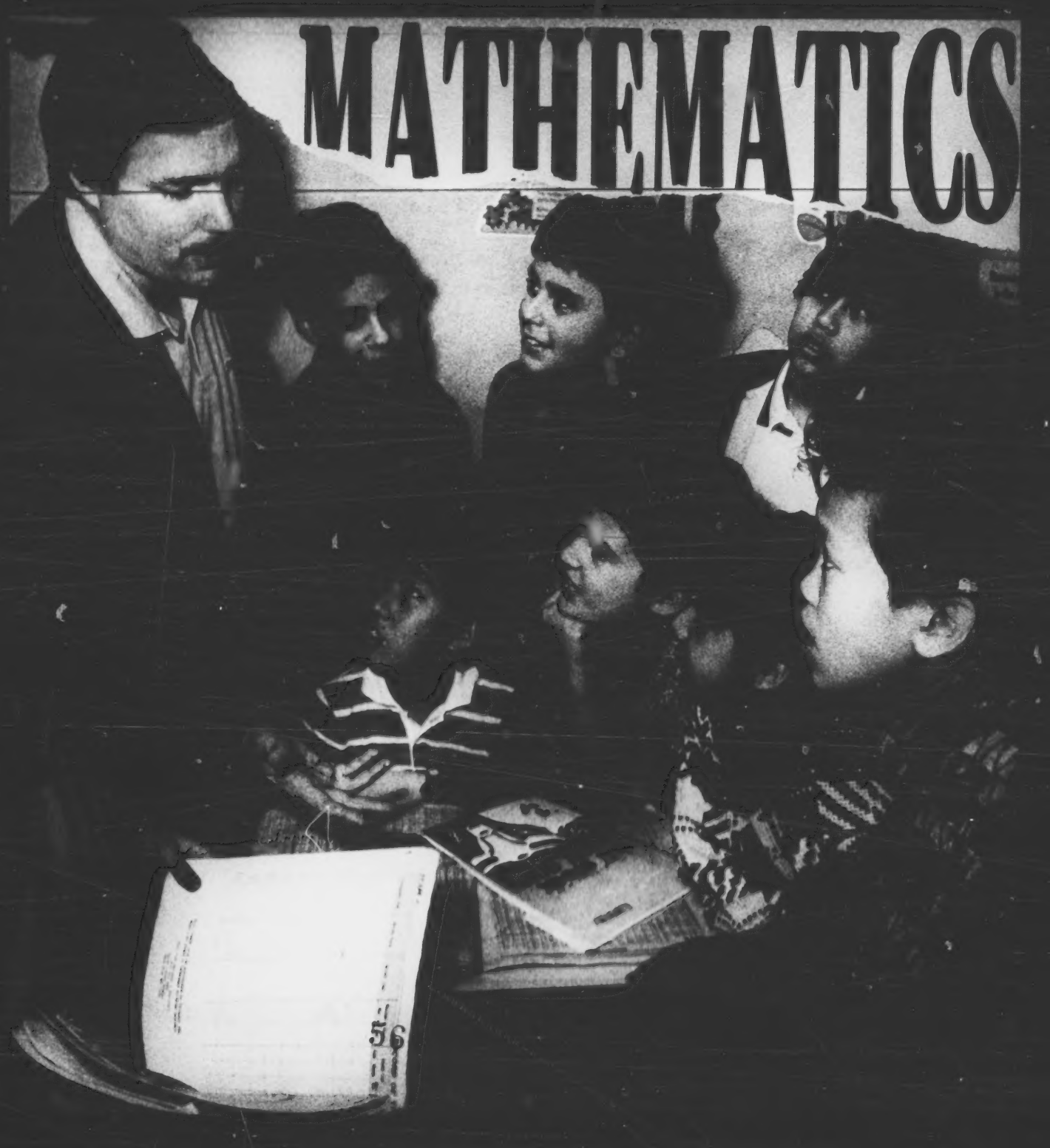
The program works best when students can be seated in different sections of a room. They should also be taken to the computer room to write their material on word processors. A video production is an alternative implementation.

Outside Resources

Trips to the library and relevant organizations and visits by guest speakers from literary publications are beneficial supplements.

Overall Value

"This program is successful because it reaches the entire bilingual department," is developer Smuckler's conviction. "It encourages both teachers and students to work as teams, and the bilingual school population receives a copy of *P.O.L.L.* and is given the opportunity to react to the issue." Students become cognizant of the existence and worth of the newspaper as a tool in living and learning."


MATHEMATICS

Mathemagic News

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Elementary School
Mathematics/
Communication Arts

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Grades 3 through 8

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More Information:

Elaine M. Fitzpatrick-Carman
I.S. 61 (CSD 31)
445 Castleton Avenue
Staten Island, NY 10301
(718) 727-8481
Principal: Andrew Monahan

The Program

Mathemagic News is a multidisciplinary program in which desk-top publishing techniques are used to create a mathematics newspaper. The program is designed to integrate math, language arts, reading, research, and word processing skills.

Students are first introduced to the computer as a tool for word processing. They are instructed in using the software program PFS Write as a means of writing and editing. At the same time, they are given their first investigative assignment. For example, assignments have included teacher interviews, math team updates and computer reviews. When the assignment is completed, students begin to use the word processing software to process their stories. An editor and assistant editor are elected by the students to coordinate, collate, and develop the newspaper.

The editorial staff then meets to plan the next assignments. At this meeting, they discuss and offer suggestions as to what they might like to see included within a particular article.

As they develop and revise their work, students learn how to use software entitled "The Newsroom." This software allows students to create illustrations for their articles, as well as to formulate articles into "newspaper" form and develop the panels of the newspaper.

Students are encouraged to use library facilities for research as well as to consult with newspaper staff members as sources of knowledge and information.

Working as individuals and as teams, the children learn that there is more to the world of mathematics than the material they study in the classroom. They discover areas of math that they would not ordinarily encounter, such as the ancient history of mathematical development and areas of probability. They also learn to formulate their ideas and present them to others in written form.

The Students

The present newspaper staff consists of 14 sixth-grade students who meet as a group once a week, and who also use the computers for word processing during their lunch period, four times a week. These students volunteer to be a part of the initial program, but "guest" writers are also encouraged to submit their work. The entire sixth grade receives copies of the newspaper and is encouraged to join the staff, offer their individual work, or ask questions.

The Staff

Mathemagic News was developed and is implemented by Elaine Fitzpatrick-Carman, who has taught math and computer science for 16 years. She has helped write many of the computer science curriculum guides published by the New York City Board of Education, Office of Technology. She has also participated as an instructor in district-wide math workshops. The program has the complete support of the administration.

Materials and Facilities

The computer room has seven IBM-compatible computers and ten TRS-80 computers. However, this program can be implemented with fewer computers. Word processing software, such as "PFS Write" or "Bank Street Writer," is recommended, as well as the program, "The Newsroom." Printer paper, printer ribbons, and duplicating equipment are needed to facilitate the distribution of the finished product.

Outside Resources

Samples of previous school newspapers, as well as samples of local newspapers, are helpful in modeling the layout of the paper to be published. Children consult staff and parents about their assignments, often interviewing a staff member or parent on the topic of their article. A visit to a local newspaper such as the ***Staten Island Advance***, in order to see the steps in developing and printing a newspaper, is also a worthwhile experience for the students.

Overall Value

Developer Fitzpatrick-Carman advises, "The program has given many students a chance to examine and discover something in the field of mathematics that they might not even have thought of within the confines of the day-to-day classroom."

Fractions through Tessellations

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Elementary School
Mathematics/Arts

•

Grades 3 through 5

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More Information:

Jeanne Scala
P.S. 204 (CSD 20)
8101 15th Avenue
Brooklyn, NY 11228
(718) 236-2906/7
Principal: Salvatore Ferrera

The Program

Fractions through Tessellations is a program that explores the mathematics of an ancient art form. The Moors' artworks, when produced by the students, serve as excellent manipulatives. They become the aid in an innovative presentation of the fraction topics required by the New York State curriculum.

Students study the history of various cultures through their art forms. Vocabulary is analyzed through its Latin origins. Islamic and Moorish art forms, as well as those of M.C. Escher, are viewed and discussed in relation to the mathematical concepts inherent in these mosaic patterns of small, square blocks.

The program is implemented in math and art classes, where the students produce their own tessellations. These are reduced, and the geometrical concepts of flips and symmetry are applied to the reductions. This is done by the use of a reflective tool called a mira.

Once the student becomes comfortable with the manipulatives, fractions are explored as a central concept. The fractional qualities of these tessellations are used to illustrate and clarify addition and subtraction.

The concept of fractional equivalence is approached by producing a "complex tessellation," a mosaic pattern in which equivalence is visually evident. For example, by combining tessellations on grid paper of different but similar proportions, fractional comparisons can be established.

The final goal of the students is to produce fractions with equal denominators in order to perform the operations of addition and subtraction. This is done on two levels. Primarily, the students use the complex tessellations as an illustrative aid. Following this procedure, the students progress slowly to the numerical operation. A course outline of the program, a bibliography, and student models are available to interested educators.

The Students

This program comprises 24 fourth-graders. Originally, it was used with high-achieving students, but the procedures, when modified, may be applied to any class from third- to fifth-grade level. At least 20 lessons are scheduled, encompassing math, art, art appreciation, and history.

The Staff

This program was developed and is implemented by Jeanne Scala, who has been teaching math and working with intellectually gifted children for the past five years.

Materials and Facilities

Needed for guided presentations are slide and overhead projectors, and a variety of art forms, such as prints by M.C. Escher, reproductions of Islamic Art from the Metropolitan Museum of Art collection, and samples of various types of neighborhood brickwork.

Outside Resources

Field trips to examine tessellations in the community serve as further enrichment. Suggested visits include looking at the brickwork of buildings in the neighborhood and throughout the city, and going to the public library to do research on Moors' culture and the work of M.C. Escher.

Overall Value

"In the production of manipulatives, the student develops increased understanding of the concepts," advises developer Scala. "Positive associations with the topic become evident, allowing for an increased level of interest."

Future Investors of America

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Junior High School
Mathematics/
Communication Arts

•

Grades 6 through 9

•

More Information:

Joseph Sweeney
I.S. 145 (CSD 30)
33-34 80th Street
Jackson Heights, NY 11372
(718) 457-1242
Principal: Perry Sandler

The Program

Future Investors of America is an interdisciplinary program in which students participate in the creation and development of a student-operated company. This hands-on operation is designed to allow every student in the class to experience math in a viable and challenging environment. The program provides substantive and motivating exposure to the relationships among economics, the stock market, and the business world, utilizing the required math curriculum. In addition to developing classroom math skills, students sharpen their reading, writing, and research skills.

The program begins with the students participating in the Academy of Finance Stock Market Game, where they acquire the ability to read investment sections of publications such as ***The New York Times, Daily News, Newsday, USA Today, Crain's,*** and ***Money Magazine***. They also learn to execute stock purchases, compute brokers' commissions, recognize the laws of supply and demand, and acquire a business vocabulary.

Once the students master the stock market concepts, they proceed to set up their own company by issuing stocks and buying shares. As the students become shareholders, they proceed to vote for a five-member board of directors. The board of directors sets company policy, holds shareholders' meetings and declares dividends. These dividends can be used for a class trip or donated to the school's general organization. The board is also responsible for designing applications and tests to select and appoint officers of the company, including a president, executive vice president, secretary, treasurer, and vice presidents of various divisions.

The banking division creates student applications for loans and lends money based on these applications. The public relations division conducts surveys to determine what products students would buy from this company, and a newsletter division publishes and sells a company newsletter. The contracts division arranges contracts with the students for the products they supply. The advertising division designs posters, informing students of an upcoming sale. The sales division supervises the sale and is responsible for maintaining an income statement. These divisions are vital for executing company business in the classroom and for sales of student-made products in the school cafeteria.

Supply and demand concepts are discussed with the students after each sale. Tax forms are filled out by each student and explained to the students through the "Understanding Taxes Educational Kit" provided by the Internal Revenue Service.

The Students

This program can be implemented in any conventional average classroom and incorporated into the math curriculum of grades 6 through 12. The program meets daily and involves every student.

The Staff

The program was developed and is implemented by Joseph Sweeney, who received a Board of Education Creativity Honors Award and is being awarded the "World Educator Fellowship" by Adelphi University.

Materials and Facilities

Materials utilized include investment magazines, newspapers, and the IRS educational kit. A duplicating facility is the only physical requirement necessary. The school library can be an additional source of information for participants in this program.

Outside Resources

The program allows the students to visit The New York Stock Exchange, local banks, local merchants, and stock brokerage houses. A registered representative from Moore & Schley Stockbrokers, Ron Cloos, spoke to the class describing the infrastructure of The New York Stock Exchange and the commodity markets.

Overall Value

Developer Sweeney tells us, "*Future Investors of America* is a program that brings the real world into the classroom, bringing current events and business concepts into each student's current awareness. Students become enthusiastic about learning math, are motivated and creative, thus increasing their math scores significantly."

Rappin' Math

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High School Mathematics/ Communication Arts

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Grades 9 through 12

•

More Information:

Edward Robinson
James Monroe H. S.
1300 Boynton Avenue
Bronx, NY 10472
(212) 893-5800
Principal: Jack Valerio

The Program

Rappin' Math is a program that makes use of communication arts to present math concepts and algorithms to students in rap format. Its purposes are to generate students' interest in learning math, and to develop better understanding and retention of math concepts and algorithms.

Students engage in the traditional developmental classroom lesson, learning through the presentation of algorithms and key math concepts; however, following the presentation of a lesson's algorithm or key concept, the students are told, as part of their homework assignment, to rewrite the algorithm or concept in their own words in a rap format. Students discuss the rap phenomenon, and are told that the only requirements in writing their raps are to make them simple, accurate and entertaining. A sample copy of a math rap is available to interested teachers.

At the next class session, the math raps are collected and examined. Those raps that best exemplify the previously stated requirements are duplicated for class distribution. During the following class session, the authors of the selected raps are asked to record their math raps on cassette tapes. They are told to play their raps to family members to get feedback. At the next class session, the algorithm or math concept will be reintroduced in the rap format.

A LINEAR EQUATION RAP

In solving an equation of **multiplication**.

$$5x = 25$$

Division is used in this situation.

$$\frac{5x}{5} = \frac{25}{5}$$

$$\boxed{x = 5}$$

In an equation with an **addition** sign.

$$x + 6 = 14$$

The operation of **subtraction** goes on the line.

$$\begin{array}{r} x + 6 = 14 \\ -6 = -6 \\ \hline x = 8 \end{array}$$

by Ross Alexander, math student of Mr. Ed Robinson

The Students

This program has been used in several ninth- and tenth-grade classes containing about 20-34 students in each. Both regular fundamental math classes and dropout prevention fundamental math classes have successfully participated. At least 20 lessons should be allowed for this program to meet the needs of students enrolled in junior high and high school fundamental math.

The Staff

Edward Robinson, who developed and implements the program, has been teaching math for 19 years. He has published math raps in ***Black Beat*** (1/87) and ***Rightful*** (2/87) magazines. He was Bronx Teacher of the Year 1984-85, and won the 168th Street Community Council Block Association South Bronx Educator of the Year award in 1985-86. The program has been supported by the assistant principal/supervision math, who supplied the tape recorder for the program.

Materials and Facilities

Needed are a cassette tape recorder, and cassette tapes to record students' math raps, and a place to store this equipment.

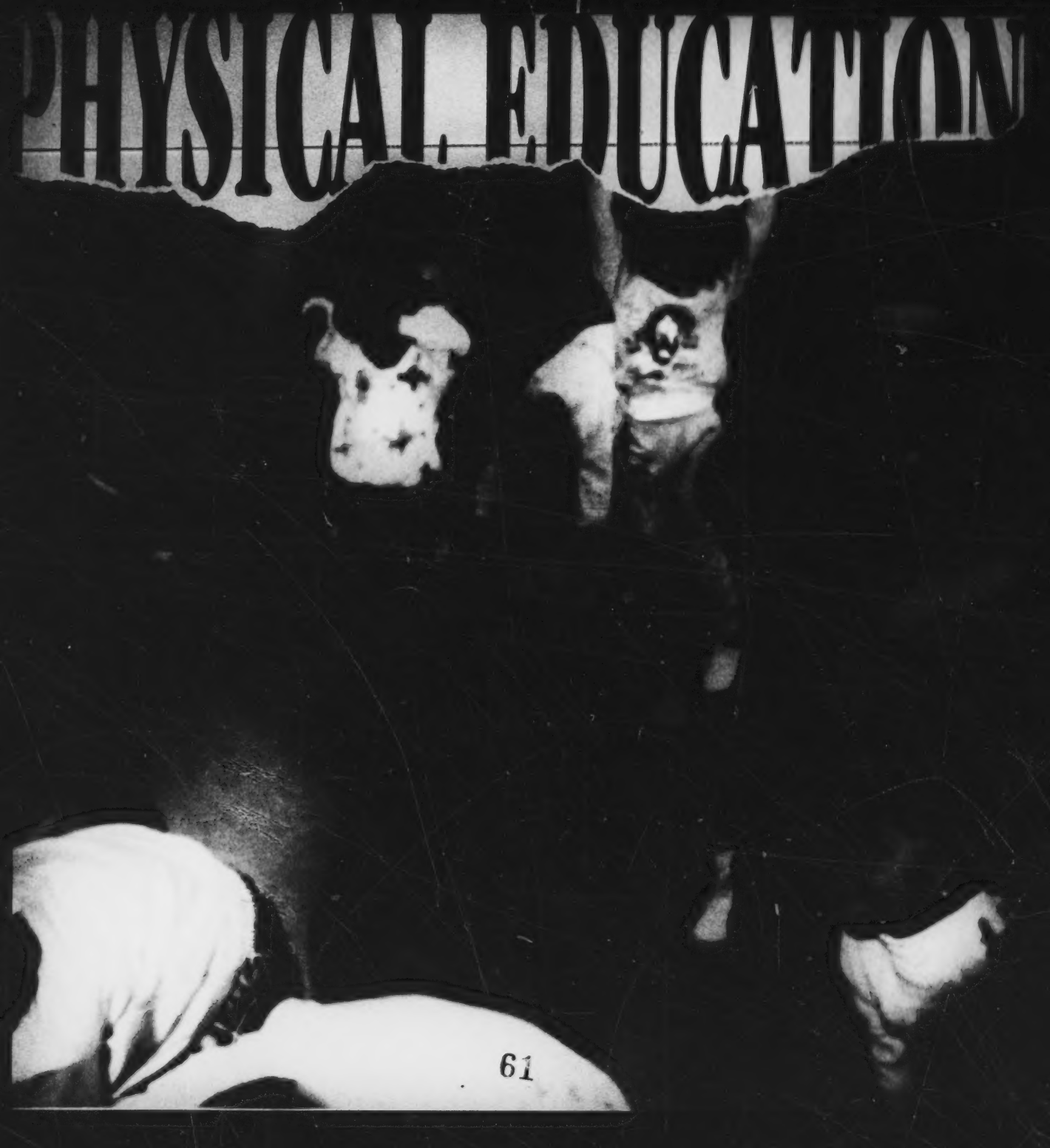
Outside Resources

Parents and other family members provide advice, support, and feedback to students involved in creating, writing, and recording the math raps.

Overall Value

"By using math raps to teach math concepts and algorithms, students develop an appreciation and understanding that have staying power beyond the classroom doors," developer Robinson is convinced. "I often see my students in the school's cafeteria, hallways, and even on the street, rapping math raps."

PHYSICAL EDUCATION



Modern Dance–Techniques, Principles and Styles

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Elementary School
Physical Education

•

Grades 4 through 6

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More Information:

Zehra Brock
I.S. 180 (CSD 11)
700 Baychester Avenue
Bronx, NY 10475
(212) 379-3855
Principal: Arthur Kunofsky

The Program

Modern Dance—Techniques, Principles and Styles is a program that focuses upon the work of Martha Graham, Lester Horton, and Katherine Dunham. These individuals were modern dance pioneers who each developed a specific technique and style. Lester Horton and Katherine Dunham were black American dance pioneers who helped to bring black dancers to the forefront of an otherwise white dance world.

The program works especially well with students in grades 4 to 6, because their bodies are still pliable and they are able to easily develop their muscles and skeletal structure into a "dancer's body." However, the program is also adaptable to grades 7 to 12, when there is a high student interest and the students are willing to exert a greater effort.

The classes consist of a regular period of 40 minutes, three times each week. During this time period, 20 minutes are spent teaching dance technique and 20 minutes are spent teaching dance movements across the floor. The students learn modern dance exercises to develop their technique, and steps to put together into short dance combinations.

Among the program's objectives are: the introduction of the techniques, styles and principles of Graham, Horton, and Dunham; the development of coordination and flexibility to music; the enhancement of strength and body line; the development of a dancer's patterns in space; the translation of oral directions into movements; the sequencing of movements; and the polishing and performance of simple group dances.

In the same vein, the program stresses exposure to professional artists. Students have seen dance pieces performed by the instructor, Alvin Ailey American Dance Theater, and Dance Theater of Harlem.

The Students

Class size works best when it is limited to 25 students or less. There may be a wide range of achievement in the class depending on age, the child's aptitude, and previous dance experience. However, the program can be adapted to children at varying levels of ability.

The Staff

Zehra Brock, who developed and implements the program, has a B.A. in Dance and Education from Goddard College. She has also trained at SUNY Purchase, Alvin Ailey American Dance Center, Clark Center for Performing Arts and Steps 74th. Brock has performed with Meadows Dance Works, and has danced solo at various dance festivals throughout the United States and Canada. She has also taught extensively in private dance studios and schools over the past 10 years, and has choreographed three dance concerts for students. The program needs to be implemented by someone with a dance background who is experienced in working with children.

Materials and Facilities

A large space with preferably wood floors is necessary. A gymnasium or auditorium will suffice; or, if necessary, an empty classroom with tiled floors. Ideally, a dance studio equipped with barres and mirrors works best, and helps to contribute to a professional attitude among students.

Outside Resources

An important aspect of the program is communication with other dance schools such as Brooklyn Academy for the Performing Arts (BAPA) and Mind-Builders Creative Arts Company in the Bronx. The latter enables students to audition for scholarship programs. Many companies such as D.P. Dancers of BAPA have assembly programs and workshops designed for schools.

Overall Value

"This program may appear to require a lot of effort but the results are worth it," believes developer Brock. "The children respond to music and movement wonderfully, and the joy is apparent in their faces. It is also a wonderful outlet for physical energy in a school environment where children may be lucky enough to have gym once a week."

Children Moving

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Elementary School
Physical Education

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Grades K and MIS 4

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More Information:

Judith Cash or Elissa Fried
P.S. 251 (CSD 29)
144-51 Arthur Street
Springfield Gardens, NY 11413
(718) 276-2745
Principal: Millicent Gormandy
Special Education Supervisor:
Marlene Simon

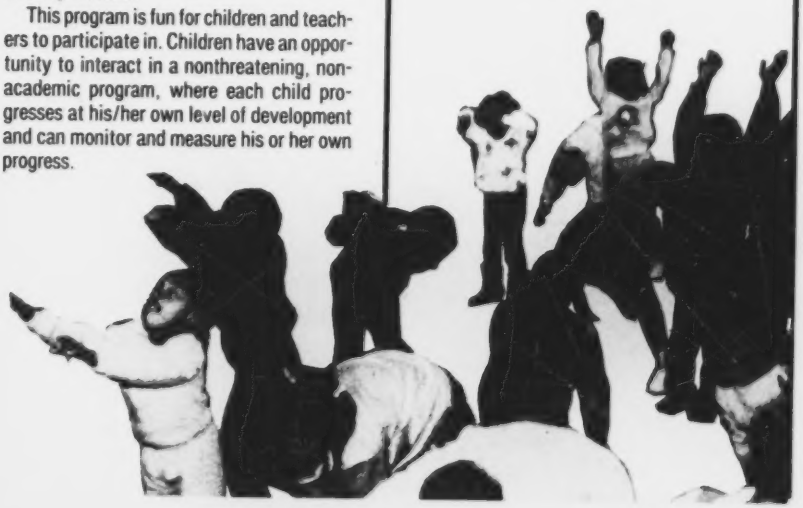
The Program

Children Moving is planned as an educational experience to enhance motor skills learning and to foster positive attitudes towards physical activities. It is not a recess or free time project, and can be used in the self-contained classroom, with minimum space, or in a large space. The suggested time allotment is 20 minutes, but it can be developed into full-period lessons.

The program's goals are to draw from children original movement that exercises their bodies and imaginations; to begin to build physical fitness through vigorous exercise of large muscles; and to promote safe and enjoyable participation. The program is divided into the following phases: movement concepts, developmental exercises (fitness), and ball skill development. The instructional time consists of warm-up, skills activity, and cool-down; indoor movement is done to music.

Children need to develop hand-eye coordination for many classroom tasks. The ball skill of tossing and catching is one activity that can help develop coordination. It can be done in a small space. The teacher encourages the students and reminds them that the aim is to catch the foam ball each time. Any lively march tempo music can be played as accompaniment.

This program is fun for children and teachers to participate in. Children have an opportunity to interact in a nonthreatening, nonacademic program, where each child progresses at his/her own level of development and can monitor and measure his or her own progress.



The Students

The children currently participating in the program are from kindergarten and MIS 4. The classes meet together twice a week, and teachers do follow-up activities on a daily basis. Larger groups can use the program, if appropriate space is available. The program can be adapted to all early childhood grades.

The Staff

Judith Cash, who has a master's degree in early childhood education and 23 years of experience, developed and implements this program. She has a strong interest in fitness, and has recently completed 23 credits at Teachers College in the movement science department. She has many years of training in music and dance. Elissa Fried, the program's co-developer, has a master's degree in special education. She has received the Council for Exceptional Children Outstanding Teacher Special Education Award, as well as the New York City Teacher Recognition Day Award. She was a 1985-86 teacher researcher grant recipient from the Teachers College Writing Project.

Materials and Facilities

The ideal facility is a gym, but it is not required. Many activities can be done in the classroom. The equipment needed is a record player, records, sponge balls, beanbags, jump ropes, and hoops for each child.

Outside Resources

A trip to the Playground for All Children, in Flushing Meadow Park, and a noncompetitive field day can be planned. Invitations can be sent to licensed physical education teachers familiar with movement education to give demonstration lessons.

Overall Value

Developers Cash and Fried comment, "In elementary schools where no formal gym exists, physical education is often neglected since many teachers aren't personally active and are not comfortable doing a program with their class. *Children Moving* is designed to make use of the records and equipment available to assist teachers."

Strength Training, Aerobics, Circuits and Kinetics (STACK)

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Elementary School
Physical Education

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Special Education

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More Information:

Alfred Griffith
P.S. 141 (CSD 75)
South Beach Annex
50 Court Street
Brooklyn, NY 11201
(718) 858-4002
Principal: Jack J. Alkana

The Program

STACK is a hybrid physical education program combining the positive aspects of physical training, aerobics, strength training, motion, music and dance therapy. It emphasizes techniques of Asian physical exercise, such as "kata" forms of tai chi chuan, aikido, and Japanese karate (open-hand fighting). Music and cadence are factors synthesizing the relationship of harmonious disciplines.

Muscle stretching and warm-up techniques are taught prior to physical exercise. The student's objective is to increase his/her repetitions each session, within a 60-second time frame. The four exercises used involve the exercycle, chinning bar, jump-rope, and body weights. A unit of traditional aerobic training is also presented. If available, prerecorded videotapes are excellent teaching aids; i.e., "Jane Fonda's Workout." Finally, a unit is taught to introduce the philosophy, history, and fundamental forms of stances and blocking techniques utilized in the three Asian defensive forms.

The Students

This program has been used with a citywide special education population that encompasses a 13-to-21 year age group. The students have no physical disability, but are classified as SIE VII, a group with very special emotional needs.

The Staff

Alfred Griffith, who developed and implements this program, is a special education teacher interested in the improvement of mental health through a better mind-body relationship. John Ruiz, who has had extensive training in the martial arts, is a paraprofessional who assists in program implementation.

Materials and Facilities

A room or classroom large enough to accommodate physical exercise is important. Motivation can be provided by an inexpensive exercycle, and a good tape player for musical accompaniment is suggested. Mats, weights, push-up and chinning bars are easily secured in sporting goods stores.

Outside Resources

Visits to martial arts "dojos," guest speakers, and field trips to martial arts contests are helpful in illustrating practical applications of the students' newly developed skills.

Overall Value

According to developer Griffith, "The students have taken a greater interest in their physical abilities. Gym, which has not been a successful experience for many of our students, is now a challenge to them."

SCIENCE

The Garbage Detail

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Elementary School
Science/
Mathematics

•

Grades 3 through 6

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More Information:

Ruth Dagino
P.S. 107 (CSD 15)
1301 Eighth Avenue
Brooklyn, NY 11215
(718) 330-9340
Principal: Veola B. Harper

The Program

The Garbage Detail enables children to become aware of the growing world population, and to gain skills in scientific investigation, particularly as it applies to pollution. The children graph the kinds and amounts of garbage accumulated by their family in one week, one month, and one year. They visit the park and count the kinds of garbage in a given area; they write letters to the park rangers regarding their findings. They make a collage of "clean" garbage. In cooperative learning groups, they read books and write research reports on a pollution problem, and then present their reports to the rest of the school. The children sponsor a pollution poster contest; they write to neighborhood storekeepers requesting permission to display the winning posters. They write cinquains and haiku poetry on pollution themes for creative writing. They make a simulated landfill, and observe its changes at various time intervals. They determine the effectiveness of incineration, its advantages and disadvantages. And they calculate the savings in money, bauxite, and electricity if each child picks up one aluminum can per day, for one year, for recycling.

Students study how excessive use of chemical fertilizer in producing crops increases plant life in fresh water and causes algal bloom. They also determine the effect of phosphates in detergents on algal bloom. The children go on a field trip with Prospect Park Environmental Rangers to observe the effects of algal bloom on the fish and birds. Freshly fallen rain is tested for its acidity. Brownstone buildings in the area are examined for corrosion—much of it caused by acid rain.

Two outstanding books on these subjects are ***Pollution and Wildlife***, by Michael Bright, Gloucester Press, New York, 1987, and ***Acid Rain***, by John McCormick, Gloucester Press, New York, 1986. Greenpeace, the environmental group, issues many pamphlets that are helpful. Guidelines, course outlines, and a list of outside resources are available.

The Students

Twenty-three students, approximately eight to ten years of age, all third-graders of average intelligence, meet for two to three sessions each week. The unit can be adapted to include students through junior high school, for whom the study would increase in depth.

The Staff

The Garbage Detail was developed and is implemented by Ruth Dagino, a third-grade teacher with five years' experience in the New York City public schools. There is no assistance except for the ranger from the Prospect Park Environmental Center. The principal supports the program.

Materials and Facilities

Classroom, schoolyard, park, and a teacher's garden are used for "hands on" learning. Detergents containing phosphates, litmus paper, and "clean" garbage for collages are also required.

Outside Resources

Trips to the Prospect Park Environmental Center and use of the Brooklyn Public Library can be helpful. Parents can be invaluable in accompanying children on field trips.

Overall Value

Says developer Dagino, "This program increases the children's awareness of a serious environmental problem and gives them exciting hands-on experiences that integrate the main subject areas. It is great for motivating students to do something about their immediate environment, thereby increasing their self-esteem."

Litter
Destroys, messes
Dirty garbage lying,
Flying in the air, on the ground,
Ugly

Environ-H (The Human Factor)

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Elementary School Science/ Mathematics

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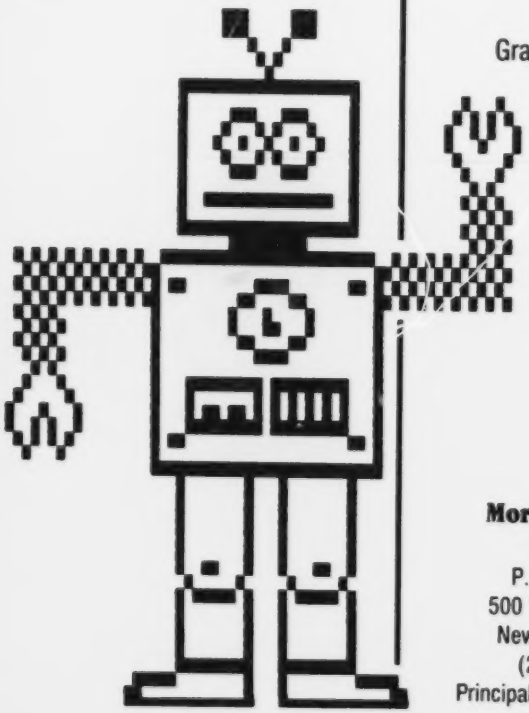
Grades 3 through 5

The Program

Environ-H is a life science/mathematics-based program that uses manipulative geometric plastics to facilitate and enhance cognitive skills. The students brainstorm, discuss, research, and ultimately design their own "space station."

At the onset, students are broken up into groups of eight. Each member is assigned a task-role specific to the group's needs; e.g., group leader, materials coordinator, cook, scientist, pilot, co-pilot, navigator. Using NASA-designed materials, each student researches his/her own role and needs in microgravity.

Students contribute their new-found expertise in the design considerations of the space station. Critical evaluation and interpersonal skills are stressed to the maximum as each mission specialist inputs to the group his/her specific needs aboard the space station.



More Information:

Lon K. Klein
P.S. 192 (CSD 6)
500 West 138th Street
New York, NY 10031
(212) 927-9838
Principal: Alejandro Rodriguez

Finally, after careful group analysis, each group of students has the unique opportunity to actually construct a scale model of their own space station. They also generate and distribute a mission report, so that all the class members can follow along as the different groups deliver their presentations.

The teacher's role as facilitator is complex and challenging, and includes providing lesson plans with instructional guidelines tailored to the particular needs of different student groups. A bulletin board is set up to follow each group's progress by flow chart and task goal.

The Students

This program is implemented in grades 3, 4, and 5, in groups of approximately 32-36 students of average ability. The program can be adapted to any size group of any ability level.

The Staff

Lon Klein, who implements the program, developed its concept while on vacation at Kennedy Space Center, Florida. Keenly interested in science, he has adapted his ideas to formal patents and to his own business ventures. The program is supported by the school administration.

Materials and Facilities

AIN plastics and construction materials can be ordered from Schools Catalog, 249 East Sandford Boulevard, P.O. Box 151, Mt. Vernon, NY 10550 (1-914-668-6800) and additional materials are available from NASA, Washington, D.C. 20546 and NASA, John F. Kennedy Space Center, FL 32899.

Outside Resources

A trip to the Intrepid Sea-Air-Space Museum in New York City is of great benefit.

Overall Value

Developer Klein explains, "The overall concept of this science program is to bring *the right stuff* into your science program. Not only will interpersonal classroom skills be honed, but advanced concepts in science and higher order cognitive processes will be learned and shared by all involved."

What's in the Shell?

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Elementary School Science

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Grades 2 through 5

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More Information:

Lucille Mahon or Susan Radley
P.S. 87 (CSD 3)
160 West 78th Street
New York, NY 10024
(212) 678-2826
Principal: Naomi Hill

The Program

What's in the Shell? is a cross-disciplinary program that, through hands-on observation and manipulation, uses seashells and live mollusks to develop methods of scientific investigation, descriptive language, and math concepts of symmetry and patterning. The program provides for whole-class and small-group work, as well as for individual activities. It also provides an opportunity for inter-grade projects.

Initially, each child discovers the properties of a seashell and examines the commonalities and differences among shells. From this discussion, the students generate a list of questions that set the tone and direction for further investigations. The culminating project of this program requires children to plan and construct a multimedia, 36" x 36" x 40" diorama of a marine environment.

The class begins by taking a field trip to the beach at Coney Island, where students collect samples of shells, mollusks, seaweed, and found objects, including beach glass and feathers, to be identified and researched in the classroom. They use reference guides, and take trips to the American Museum of Natural History, Hall of Mollusks, to identify their findings. Later, the students visit the New York Aquarium to observe specific sea creatures in their natural habitats. This helps them understand such concepts as camouflage, adaptation, the life cycle, the food chain, and classification of marine animals. Groups of children then work together, using source materials, to research in detail the sea creatures of their choice. They replicate their creature, using a combination of art media such as clay, pipe cleaners, papers, and toothpicks. In a large group, students create various parts of an ocean environment (e.g., the shore, jetties, caves, deep sea and surface) out of papier mâché, tissue paper, and dyed macaroni. They then determine the placement of their creature, based on their research.

A teacher-developed curriculum guide, lesson plans, samples of dittos, a bibliography of reference books and children's literature, samples of related poetry and relevant activities, suggested field trips, and samples of worksheets to be used on the trips are available.

The Students

The program comprises second-grade classes, each including 28 students, who sometimes work with two fourth-grade classes of 30 students each. These heterogeneously grouped classes meet daily. The program can be adapted for second to fifth-grade students. It can be implemented with large or small groups.

The Staff

Lucille Mahon conceived the basic format and, jointly with Susan Radley, refined and developed *What's in the Shell?* Both have been working in the master's program at Bank Street College of Education and have been teaching second grade for the past three years. Mahon's work has been featured in the September 1987 issue of ***New York Woman***. Parent volunteers and student teachers have helped facilitate this program, but they are not required for its implementation.

Materials and Facilities

The optimum classroom arrangement would have learning centers for small-group work, a meeting area for the whole group to come together, and a large table to display the materials under investigation. A film strip projector is useful, as well as a cassette player with several headsets. A salt-water aquarium is optimal; however, a five- to ten-gallon holding tank for housing live mollusks temporarily would suffice.

Outside Resources

The following trips can provide enrichment: the American Museum of Natural History, the New York Aquarium (materials and workshops), the beach at Coney Island, and Inwood Park.

Overall Value

Developers Mahon and Radley report, "This program awakens the innate sense of wonder in all children by encouraging them to discover the hidden complexities in the common experience of going to the beach."

Can You Eat a Tree Cookie?

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Elementary School
Science/
Communication Arts

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Grades K through 3

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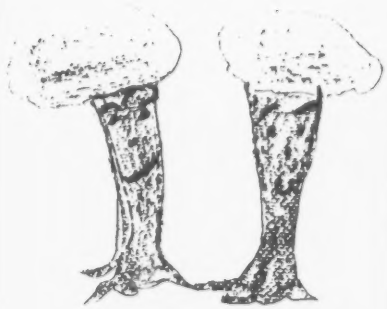
More Information:

Lucille Malka
P.S. 33 (CSD 2)
281 9th Avenue
New York, NY 10001
(212) 244-6426
Principal: John Natoli



The Program

Can You Eat a Tree Cookie? is a hands-on, interdisciplinary program that attempts to develop an awareness of and respect for nature, namely trees. The basic ecological principles taught are: (1) Nothing exists in isolation; every living thing is affected by its neighbors; and, (2) Everything in nature has a function.

The program starts with short neighborhood walks, most no longer than 15 to 30 minutes. Trees in the immediate school environment are mapped. Later, leaves are gathered and matched with the appropriate trees. Rubbings of the tree trunks and leaves are compared. Leaves are identified through multisensory games, and then categorized and identified from charts. Leaf paper, pressed leaves, tree masks, leaf printing, and tree bumper stickers are among the art projects completed by the students. With magnifying glasses, children get a closer look at the tree bark, searching for signs of life. With a stethoscope they listen to the heart beat of a young tree. Discs from branches, called "tree cookies," are brought to class. They are sanded, and the rings are counted to determine the age of the tree. The sanded side is decorated, and then they are backed with magnetic tape to be brought home as a gift. Experiments on soil erosion, leaf decomposition, overpopulation, and death in nature are conducted. A small funeral to bury dead earthworms is held, with the reading of ***The Dead Bird*** by Margaret Wise Brown (William R. Scott, Inc., 1958) and ***The Tenth Good Thing About Barney*** by Judith Viorst, (Atheneum, 1979).

The class visits a local park, or Central Park, to play a series of multisensory nature games in a wooded area. Here they learn about camouflage and visual awareness, walk blindfolded amongst the trees, and even hug a tree. Writing projects include the recording of observations and poetry. Teachers wishing to adapt this program will receive a curriculum with 32 lessons and a complete bibliography.

The Students

Twenty-five second-graders of mixed ability participate in this program two or three times a week for three months. The program is easily adaptable for kindergarten through third grade.

The Staff

The program was developed and is implemented by Lucille Malka, an early childhood teacher for 14 years. Malka received an IMPACT II developer grant for *Dehydrating Fruit in the Classroom.* She spent last summer digging for mammoth bones on a grant from Earthwatch. She is also the recipient of several minigrants from Community School District 2, and is a facilitator for Project Learning Tree. The program is implemented with the aid of a paraprofessional, who offers assistance on neighborhood walks. The program can be implemented with or without the support of one's principal.

Materials and Facilities

Any available space in the classroom is sufficient for the program to function smoothly. Various types of art and science supplies can be used; e.g., magnifying glasses, portable microscope, solar graphics paper, paints and markers. The following books will enhance the program: ***The Giving Tree*** by Shel Silverstein (Harper & Row, New York, 1964); ***Sharing Nature with Children*** by Joseph Bharat Cornell (Ananda, 1979); and ***City Leaves, City Trees*** by Edward Gallob (Charles Scribner's Sons, New York, 1972).

Outside Resources

Trips to local parks, Central Park, and High Rock Environmental Center in Staten Island will enhance the program.

Overall Value

"The city is a very noisy environment, and people need places where they can relax and reflect in quiet," says developer Malka. "This program tries to develop an appreciation and excitement for the natural world. Active participation in the cleaning up of a small natural environment instills positive attitudes toward ecology that should remain with the children as they grow."

Birding: An Eyewitness Look at Nature

Elementary School Science

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Grades 3 through 8

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More Information:

Daniel B. Moinester
P.S. 131 (CSD 15)
4305 Fort Hamilton Pkwy.
Brooklyn, NY 11219
(718) 330-9355
Principal: Louis Staiano

The Program

Birding: An Eyewitness Look at Nature enhances, through firsthand exposure, children's knowledge and appreciation of the environment, its wildlife, and in particular, birds. In the classroom and outside of school, the children learn to use binoculars. By examining pictures they become familiar with the colors, special markings, and sizes of the more common birds. They are then better able to observe and identify birds in the wild.

During the fall and spring, the children visit a local bird habitat. Using binoculars, bird books, and rexographed guidelines, they observe, identify, and record various species of birds, as well as the characteristics of the environment in which these birds are found.

Back in the classroom, using bird books and shared records, the children discuss the birds they saw and the environment they observed. From the pictures, the children study which of the more obvious characteristics are best adapted to the environment (for example, webbed feet for swimming). A written report on the birds the children observed and identified is submitted by each child, along with drawings of the birds and dioramas of the environment.

A chart of bird sightings and habitats is kept and updated from year to year, serving as a reference source for future classes. To make the children aware of the fact that there exists a national resource for the exchange of scientific information in which they can participate, the class joins the Audubon Society, receives its magazine, and corresponds with the society, exchanging information on recent sightings.

For most children, this program provides a truly novel experience. As a vehicle for intimate contact with wildlife, it excites the interest of urban children in nature. It develops their awareness of the responsibilities people have to their environment. It fosters the feeling among the children that they themselves are now part of a larger order of bird-watching scientists.

The Students

Each year, an average third-grade class of 25 children participates in this program. The program is adaptable to any group, from third grade through eighth grade and even older. For older children, a study of how the birds' characteristics are adapted to specific aspects of the environment would be dealt with in much greater depth.

The Staff

Daniel B. Moinester developed and implements the program. He has been teaching in elementary and junior high schools for 18 years, and has been a "birder" for 12 years. He initiated this program with a grant from Community School District 15. Park rangers are readily available to provide expertise in bird watching. They are more than willing to lead a bird walk, and can help a teacher overcome the initial problems of identifying birds. Any inexperienced teacher will be able to identify the most common birds after only one trip. The administration is most supportive of the program.

Materials and Facilities

The program requires binoculars (7x35, with fast focus) and the ***Golden Guide to Birds*** (Zim, Herbert, and Gabrielson, Golden Press, NY, 1956). Both are well-suited for easy use by the children and the teacher. Rexographed guidelines, prepared by the developer, help organize and focus the children's observations.

Outside Resources

At least one field trip to a bird sanctuary is a must. Jamaica Bay Wildlife Refuge is one of the best, and park rangers there are available to provide guided walks, as well as talks and slide shows on birds. The large waterfowl found there are easily identified, and are exotic enough to arouse the children's curiosity and to command their attention.

Overall Value

Developer Moinester adds, "I have found that the experiences that comprise this program remain strong in the children's memories throughout the school year and beyond; remembered details constantly surface in their writings and drawings, and in their comments when they are simply walking along and a bird flies by."

69-A

Snail Adventures

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Elementary School Science

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Grades K through 6

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More Information:

Elizabeth Phillips
P.S. 321 (CSD 15)
180 Seventh Avenue
Brooklyn, NY 11215
(718) 330-9395
Acting Principal:
Gerald McMurrer

The Program

Snail Adventures is a hands-on, integrated program that uses 36 land snails to spark children's interest in science and the scientific method.

Children begin by observing land snails, and discover how snails emerge from their shells, move, and leave a slimy trail. Children then share their observations, which are written on chart paper.

After the initial observation period, a variety of experiments is conducted. Each child gets a snail and a piece of the food under study. The task is to see whether or not the snail likes the food, and children are guided in figuring out how to determine this. After each experiment, the children meet to record their results (likes, does not like, not sure) using tally marks. At these meetings, many additional math skills are taught as comparisons are made from one experiment to another. These meetings are also the time when many thought-provoking questions are raised, and when children are encouraged to think of themselves as scientists.

In addition to food experiments, we explore whether snails prefer rough or smooth, hot or cold, etc. At the end, we summarize what we have learned.

In the literature part of this program, the class learns poems about snails, such as "The Snail" by Jack Prelutsky. Students do choral readings of the poems and bring home rexograph copies to read to their parents. They are read to and/or read for themselves a variety of books about snails, including ***Snail in the Woods*** by Joanne Ryder (New York: Harper, 1979) and ***Snail*** by Jens Oleson (Morristown, NJ: Silver Burdett, 1985).

Some historical information about snails is introduced (e.g., the fact that snails were used as currency in some cultures). In addition, the snails mate and lay eggs, and children observe the fascinating development from egg to snail.

As a culminating project, students make dioramas that illustrate the kind of environment in which a snail can live.

The Students

This program is currently implemented in a heterogeneously grouped class of 23 first-graders. It has been used successfully in second and fourth grade, as well. It can be adapted to any elementary grade.

The Staff

Snail Adventures was developed and is implemented by Elizabeth Phillips, who has been teaching first grade for four years. Prior to that, she spent 13 years as a children's book editor, and an editor and writer of curricular materials. She is the author of ***Women in American History: An Introductory Teaching Packet*** and ***Women and Girls with Disabilities: An Introductory Teaching Packet*** (Brooklyn, New York: Organization for Equal Education of the Sexes, 1988). This program has the full support of the administration, but could be implemented with minimal support.

Materials and Facilities

The essential equipment is a terrarium with a screen cover and approximately 36 land snails. Other desirable materials include books about snails (although library books can be used) and art and writing materials. No special room setup is required.

Outside Resources

Although no outside resources are required, the program can be a wonderful starting point for an in-depth study of land and sea mollusks. Trips can be scheduled for Gateway National Park, Breezy Point Unit; New York Aquarium; and the American Museum of Natural History, which has a permanent mollusk exhibit.

Overall Value

Developer Phillips reports, "The enthusiasm of students for this program is overwhelming, and at the end of the year evaluation it is often cited as the highlight for many children. The program encourages children to think of themselves as serious students of science. It fosters creative thinking and problem solving, and the student writing that results from it is often outstanding."

69-B

A Bone-A-Fide Experience: Bones Unlimited

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Junior High School Science

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Grades 6 through 8

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More Information:

Paul Goldwater
JHS 82 (CSD 9)
1700 Macombs Road
Bronx, NY 10453
(212) 583-4011
Principal: Sanford Einhorn

The Program

Bones Unlimited is a program that uses unusual resources—bones, skulls and teeth—to create an unusual approach to learning science through hands-on materials. The program capitalizes on a natural curiosity that all students have towards observing skulls of any animal. Initially, students attempt to determine what kind of food the animals could have eaten by studying the teeth; this reveals whether the animals were carnivores, omnivores, or herbivores. A real lion's skull or a real shark's jaw makes their observations come alive, as do plaster casts made from these animals. Detailed drawings of skeletal samples observed on trips to the Museum of Natural History, and especially to Maxilla and Mandible, the bone store, make the comparisons of the skulls comprehensible. Students have measured the angles of bone connections; have observed changes in age, sex and disease; and have put together a skeletal puzzle, carefully recording, writing and analyzing each detail. Students have created fantastic new species by putting together bones from various animals. Pictures and plans are available from the developer.

The Students

Sixth-, seventh- and eighth-grade students participate in this program. They meet once a week after school to discuss newly arrived bones, and during the school day to prepare science fair projects. Students won several science fairs because of their studies of elephants, lions and human skulls.

The Staff

Paul Goldwater, who developed and implements this program, has been teaching for 14 years. He is an adjunct professor at Touro College, where he uses skulls and skeletons to teach science, and he lectures on the use of skulls and bones for teacher organizations such as the United Federation of Teachers, E.S.S.A., and the Science Council of New York City. Goldwater lends skeletal materials to teachers who join his "Skull of the Week" program and helped start Maxilla and Mandible, the only bone store in the world.

Materials and Facilities

All students have access to bones by searching local butcher and fish stores. Boiling facilities are needed to remove the skin from bones. Sometimes, under careful supervision, scalpels and scissors are needed as well. In advanced situations, meat-eating beetles are used to clean the skin off the bones. Once bones are clean, grease may be removed by soap. Bleach may also be used to whiten the bones. Drawing materials and videotape equipment are also required to document students' experiences.

Outside Resources

Valuable outside resources include the Museum of Natural History, the largest bone source in the country; Maxilla and Mandible, the only bone store in the country, located on Columbus Avenue between 81st Street and 82nd Street; Carolina Biological or any good biological supply house; butchers and fish stores.

Overall Value

"Teachers who seek unusual hands-on materials to motivate students will be amazed at how quickly everyone will react to skulls and bones," according to developer Goldwater. "Writing, mathematical and science skills will be enhanced by dealing with bones. Just watch as students run to touch a bone and ask, 'Is it real?' Moreover, students will appreciate that preserved specimens of wildlife may soon represent the only available study materials for nature's dwindling species."

Computerized Dictionary

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Junior High School Science

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Grade 8

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More Information:

Ronald Radwin
Tri-Community JHS 231 (CSD 29)
145-00 Springfield Boulevard
Springfield Gardens, NY 11413
(718) 276-5140/41/42
Principal: Wilton Anderson

The Program

The purpose of *Computerized Dictionary* is to create a computerized notebook of the classwork, labwork and homework in an earth science course. The computerized discs can also be used for individualized review, absentees, and/or reinforcement of classwork. This notebook can be printed and then duplicated in print or copied on computer discs for the use of all classes. Keeping an accurate, well-organized notebook is an important key to success in mainstream classes.

In the course of the program activities, students learn and use scientific process skills—for example, analyzing, classifying, generalizing, identifying, organizing, questioning, researching, testing, understanding, verifying, writing, and using a word processor. These processes are also used in the reading and writing strands of general education.

The students in the program are involved in helping to develop a living textbook—in the form of a computerized database. They identify key scientific words for this glossary, after actively researching the definitions. Small committees of students alphabetize and organize all of the research material. Other committees collate all the different definitions found for a word and synthesize them into a usable definition for their peers. These definitions are edited, to agree with the classroom usage according to the Regents Action Plan. Student volunteers are enlisted and/or trained to use the computer for filing data and for making it accessible.

The Students

This program was originally conducted with 35 average and below average eighth-grade earth science students. This year the program is expanded to include all four of the earth science classes. It can be used in small or large group settings and is applicable for all levels of the science curriculum.

The Staff

Ronald Radwin, an 18-year teaching veteran, developed and implements this program to help make the language of science easier for his students to understand. The program has the support of the science supervisor, the principal, and the school's computer science teacher, but can be implemented by a classroom teacher without additional support.

Materials and Facilities

A marked improvement in student achievement can be effected just from using and reproducing the computer printout. However, to be totally successful this program needs to be constantly updated. It would be best to have access to an Apple computer with a 5 1/4" Disk Drive, a monitor, a printer (word processor), a box of printer paper, and an Appleworks program. Instructional materials include an introductory sheet of science root words, prefixes, and suffixes, and an article explaining "IATROSPEAK" or physician's jargon and definitions organized by topics.

Outside Resources

Primarily, the program requires the use of the public library (the largest one near our school is the Queensborough Public Library in Jamaica). The neighborhood public library is approximately six to eight blocks from the school. There is also a high school library only two blocks away. Dictionaries, encyclopedias, science books, and study guides, together with textbooks and newspapers and periodicals, make up the reading fare. Our class read science publications like the ***Scientific American***, ***Current Science***, and ***National Geographic***. Watching educational television programs and visiting science institutions like the Queens Hall of Science and Jamaica Bay Wildlife Refuge round out the list of valuable outside resources.

Overall Value

Developer Radwin tells us, "This program enhances the students' writing skills, improves their test results, establishes a solid working scientific vocabulary, and improves their reading scores as well."

Time Lab

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Junior High School Science/ Mathematics

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Grades 7 through 9

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More Information:

Marc Sacerdote
JHS 167 (CSD 2)
220 East 76th Street
New York, NY 10021
(212) 535-8610
Principal: Beatrice Frankenthaler
Special Education Supervisor:
Michelle Winfield

The Program

Time Lab is an interdisciplinary program of science, mathematics, and media. Students design experiments to demonstrate *gradual phenomena*—from plant tropisms to crystallization and chemical change. They record an experiment's progress using *time-lapse* photography, a type of animation. Two weeks of seedling growth, for example, are compressed into a minute of film. Films are approved; monitored; evaluated by science, math and animation teachers; then organized into sets of curriculum-linked instructional videotapes. Topics, lessons, and sample videos are available from the developer, as is a suggested bibliography.

The Students

The program is currently implemented in grades 7 through 9. Heterogeneous classes of 15 to 28 students each meet one to two times a week. *Time Lab* is easily adaptable to all grade levels and instructional situations.

The Staff

Marc Sacerdote, who developed and implements the program, has 20 years of teaching experience and has directed student-produced films for numerous community, educational, and private corporations.

Materials and Facilities

For short-duration projects, a section of a classroom will suffice. Longer projects require a lab or other larger space. Lights, camera, tripod, and film are all you need to begin. If no movie camera is available, still cameras can be used to create filmstrips. Transfer of film to filmstrip or video can be done on site, or by WNYE for a nominal fee. *Time Lab* works best as an enrichment adjunct for an existing science/media program.

Outside Resources

New York Botanical Society, New York Academy of Science, Smithsonian Institution, National Geographic Society, and various corporate foundations—including American Honda and IBM—are all sources of information, materials, and other support. The main program focus, however, is in the classroom.

Overall Value

"*Time Lab* provides hands-on experience in reproducing textbook experiments and motivates pupils to design, implement and record their own independent science investigations," advises developer Sacerdote. "The program draws students into the wonder of science, the precision and beauty of the scientific method."

Sea Monitoring: Staying Alive!

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High School Science

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Grades 10 through 12

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More Information:

Norman Barabash
Sheepshead Bay H.S.
3000 Avenue X
Brooklyn, NY 11235
(718) 743-4061
Principal: Walter A. Harris

The Program

Sea Monitoring: Staying Alive! is a marine biology program that brings students to a better understanding of how slight variations in a marine environment can lead to catastrophic biological consequences for the entire ecosystem. The first of the three stages that comprise the program is "baseline," which uses easily accessible devices for the students to actively participate in analyzing and regulating a simulated marine environment. The second stage, "contamination," has students monitoring the effects of various pollutants (natural and human-produced) on the ecosystem. In the third stage, "reclamation," students are encouraged to begin reversing the process after the damaged environment is observed and analyzed. Filtration and a variety of processes are used to bring the ecosystem into balance. Plant and animal populations are monitored as an indication of the total "health" of the marine environment, and one ecosystem is monitored as a baseline comparator.

The classes are divided into a number of research teams. Each team consists of six to seven students with specific duties for monitoring the tanks housing the ecosystem. Checking the equipment, calibrating the instruments, and recording the changes in the ecosystem are some of the individual duties assigned to the teams.

The Students

This program has been implemented by several tenth-grade high school classes of 30-34 students. It continues for 20 weeks, so that the baseline data on the reclamation stage can be monitored.

The Staff

Norman Barabash has been teaching 18 years. His work in the high school marine science lab coincides with his love of scuba diving.

Materials and Facilities

Needed are five- to ten-gallon fish tanks, thermometer, pH testers, air compressor, tank heater, three dozen freshwater marine plants, and three dozen freshwater fish.

Outside Resources

Viewing the exhibits in the New York Aquarium at Coney Island and a trip to the Floyd Bennett Environmental Eco Station can enhance the program learning.

Overall Value

Developer Barabash states, "Examining an ecosystem from the beginning stages of homeostasis to the contamination stage, and finally reclaiming it as a viable system, helps students become aware of the delicate balance of one environment and the necessary steps that must be taken to ensure its health."

The Program

Psychobiology—Understanding Yourself is a program that investigates what makes organisms behave the way they do. In order to provide more comprehensive understanding, plants, animals—and to a greater extent, people—are discussed in detail. Students learn about perception, communication, emotions, the range of human behavior, learning, drives and motives, developmental psychology, and other related topics.

The program teaches students to understand themselves and others around them. Students learn to analyze events reported in the media in terms of the psychology of the participants. They learn to become better observers of behavior and to use what they learn to better understand themselves and behave accordingly.

Students are asked to do an activity report in which they can individually, or with one other student, participate in and/or observe a particular activity, such as a sports event or a concert. They then write about the activity and the behavior of the participants and audience, giving their own analysis of the feelings and reactions observed. This activity helps students become observers of human behavior and gives them better insight into themselves as well as others.

The textbook used is ***Psychology: An Introduction***, by Kagan, et al. Guest speakers have included a psychiatrist, and a college professor of psychology. Special information sheets on individual topics have been developed. In addition, there is a curriculum guide available at the New York City Board of Education, Publications Department, entitled ***Psychobiology***. Lesson plans and course calendars have also been developed, and are available to interested teachers.

The Students

At the present time, over 100 students participate in this program. Since most of them are juniors and seniors, they range from 16 to 18 years of age. Even those students who do not perform well in other areas succeed in this program because they are motivated and interested in the material. The program can be implemented with large and small groups.

Psychobiology–Understanding Yourself

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High School Science

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Grades 11 and 12

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More Information:

Francine Salom
South Shore H.S.
6565 Flatlands Avenue
Brooklyn, NY 11236
(718) 531-4454
Principal: Rina Stempel
Assistant Principal,
Special Education Department:
Noma Blechmen

The Staff

The program is implemented by Francine Salom, together with other teachers who have a background in psychology. They are teachers with at least 20 years of experience. When developing the program, advice was obtained from experts and professionals in the fields of psychology and life sciences. The program does need support from administration and the department chairperson in order to be integrated into the department course offerings.

Materials and Facilities

The program can be implemented in a regular classroom and requires no specialized equipment other than textbooks and reference books. Especially recommended is: ***Psychology: An Introduction***, by Jerome Kagan, et al. (Harcourt, Brace, Jovanovich, 1984) and ***The Mind*** (Time Life Series).

Outside Resources

Students are asked to do three magazine reports and a book report in the course of the program. This results in use of the library. Because the program has been approved as part of the SCALE Program at Long Island University, professors from the Psychology Department have come as guest speakers.

Overall Value

Says developer Salom, "Because of high motivation and the fact that the work is meaningful as well as interesting to the students, attendance is very good and they do achieve a fine rate of success. They become more introspective and adept at analyzing and observing their own behavior and the behavior of others, and develop a tolerance for people whose customs, mannerisms, or cultures may have seemed strange or different to them."

SOCIAL STUDIES

Apartheid Is Wrong

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Elementary School
Social Studies

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Grades 1 through 12

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More Information:

Paula Bower
P.S. 173 (CSD 6)
306 Fort Washington Avenue
New York, NY 10033
(212) 927-7850
Principal: Vivian R. Lieber

The Program

Apartheid Is Wrong is a program based on a filmstrip and cassette, narrated by actress Ruby Dee, that helps young people understand the system of apartheid in South Africa. The program provides a look at South Africa not available in school textbooks and library materials. Students see the extreme contrasts in housing, health care, employment, and education created by apartheid, and the efforts by people to end apartheid. A written copy of the filmstrip narration and a curriculum are available.

While studying this social studies theme, the students work on projects in science, drama, creative writing, math, art, and reading. For example, students work on a science lesson about minerals. After defining minerals, they learn about minerals from South Africa and their uses. They search the classroom for objects in which the minerals are used (jewelry, stainless steel on chairs). Then they investigate the working conditions of black miners in South Africa under apartheid.

Students participating in the program perform the two plays about apartheid written by the program developer.

The Students

Apartheid Is Wrong has been used by over 4000 students in the New York area, ranging in age from 5 to 18. The curriculum has been used in classrooms, as well as in groups of up to 250 children.

The Staff

Paula Bower has been teaching for 15 years in New York City. She has produced a book, ***Harriet Tubman, Apartheid Is Bad, and Other Plays for Young People***. She received two Gould Foundation grants, under the direction of Lucy Calkins, Teachers College Writing Project, as well as a number of grants for her school gardening projects. She is the co-chairperson of Educators Against Apartheid, a group dedicated to education and action to help end apartheid. Bower coordinated the *Apartheid Is Wrong* curriculum project, which involved many teachers. A bibliography is available from the developer.

Materials and Facilities

A filmstrip projector and tape recorder are needed. It may be necessary to bring resource materials into the classroom, since most schools have very little material about apartheid. There are excellent resource materials available, including films, videos, and quality literature. Some schools have used this program as a schoolwide project, developing school resources and activities.

Outside Resources

Many resources are available through the United Nations Centre Against Apartheid, Educators Against Apartheid, and other organizations. These organizations will recommend guest speakers available to visit classrooms or schools.

Overall Value

"It is exciting to see students of all ages, some of whom have been turned off by traditional teaching methods, come to life when they are involved with this project," developer Bower advises. "The use of audiovisuals and the integration of many curriculum areas help us reach more students and bring a deeper meaning to our lives."

...And Let It Begin with Me

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Elementary School
Social Studies/
Communication Arts

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Grades 2 through 6

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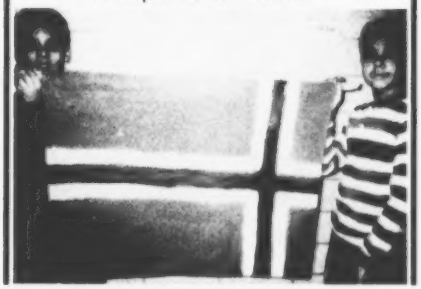
More Information:

Joel Jay Brooks
P.S. 261 (CSD 15)
314 Pacific Street
Brooklyn, NY 11201
(718) 330-9275
Principal: Arthur Foresta



The Program

...And Let It Begin with Me is a program in which children develop skills that enable them to find the peacemaker in themselves, to mediate conflicts between others, and to share with other children both near and afar their ideas, feelings, and concerns about peace and conflict via their writing and other creative ventures.

The children are participants in a series of peace "workshops." In one activity centering on "Point of View," the students are asked to roleplay a real conflict, exchange roles, and finally think through and act out a resolution. This is followed up with a writing activity in which the children write about real conflicts and the feelings of the people involved. They also correspond with children of other countries, such as Nicaragua and Russia, and are visited by representatives of these countries; e.g., Gabriel Martinez, the mayor of San Juan Del Rio Coco, Nicaragua. In addition, the children create, on artificial canvas, flags of different countries and original peace symbols, some of which are sent back with the representatives. Many written products are "published" in a monthly newsletter entitled "Peace Piper." Of course, no peace project would be complete without a visit to the United Nations.

The children also read a particular book in order to concentrate on a specific area of conflict resolution. For example, ***The Cay***, by Theodore Taylor, is a marvelous book for learning about prejudice. The children read the novel, studying the origins, symptoms, and consequences of prejudice, and seeking possible solutions to the problem. Additional books on conflict resolution, prejudice, and peacemakers are made available in the classroom and/or school library.

After the children have experienced several workshops and have developed an awareness of their own feelings concerning peace and conflict, they are trained to become conflict managers or mediators. This involves approximately 10 hours of workshops that include active listening, role playing, and writing. At the conclusion of the 10 hours, the students become classroom and (in some cases) school-wide mediators.

The Students

The program is currently implemented with 34 sixth-grade students of average ability. Three class sessions a week for three months is sufficient time for learning the program concepts. The program can be adapted to grades 2 through 5, with children of all achievement levels.

The Staff

The program was developed and is implemented by Joel Brooks, a sixth-grade teacher with 21 years' experience on virtually all grade levels. Brooks has been awarded several mini-grants for original programs. The program is implemented with the assistance of personnel from Educators for Social Responsibility-Metro, Tom Roderick, director. However, it can be implemented without such support.

Materials and Facilities

A regular classroom setup is suitable for implementation. Two manuals that are essential are ***Resolving Conflict Creatively***, CSD 15, E.S.R.-Metro, and the NYC Board of Education; and ***Training Elementary School Conflict Managers***, School Initiatives Program, San Francisco, CA. Class sets of ***The Cay***, by Theodore Taylor, or some other suitable novel dealing with conflict resolution, will enhance the program. For creating and publishing a newsletter, a computer and the software program "Newsroom" (Springboard)—or the far superior "Publish It" (Timeworks)—are recommended, but not absolutely necessary. For creating flags and original peace symbols, artificial canvas, acrylic paints, and wooden dowels are required.

Outside Resources

A trip to the United Nations is a must. The assistance of Educators for Social Responsibility-Metro is strongly suggested.

Overall Value

"When you see some of your more *difficult* students finding creative ways of resolving their own conflicts and mediating conflicts between others, you know the program is a success," reports developer Brooks.

Famous American Women

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Elementary School
Social Studies/
Communication Arts

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Grades 2 and 3

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More Information:

Miriam K. Cohen
P.S. 220 (CSD 28)
62-10 108th Street
Forest Hills, NY 11375
(718) 592-3030
Principal: Marcia Knoll

The Program

Famous American Women is an interdisciplinary program, usually undertaken in March (National Women's History Month), that involves various areas of curriculum and fields of endeavor that have women participants.

Students engage in numerous activities. They are asked to name three famous and important men (other than entertainers). This they can readily do. When asked to do the same with regard to women, the students cannot respond as readily. Students can then recognize a need to learn more about women's contributions to our society.

In the school library, students are introduced to biographies of women, with the teacher explaining the resources that are available. They choose a biography that appeals to them, read it as an individualized reading assignment, and then, using a specially prepared learning contract entitled "Famous American Women," develop one of 25 learning activities. Subsequently, they share their completed projects with one or two classmates, as well as what has been learned about the person studied. Projects are displayed and shared in a variety of ways.

As a final activity, students participate in a sharing session. They prepare for this session by planning and working on a special presentation of a "mystery guest." (Who Am I?/Who Is She?) Desks are arranged in a large rectangle. Girls dress to suggest the appearance and character of a particular woman about whom they have read, and they either tell the story of the woman's life in the first person or, with various classmates, dramatize a scene (or scenes) from the life of this person. The audience is then asked, "Who Am I?" Volunteers can respond and/or ask questions about the "mystery guest." Boys participating in this event can tell about the woman studied, in the third person, or can present, with the aid of other students, a little skit about that person. The boy can then ask, "Who Is She?"

Copies of the contract used, a bibliography, interview activity sheets, as well as any other information requested, are available to interested teachers.

The Students

This course of study has been used in third- and second-grade classes. Time must be allowed for individual conferences, in order to give help as needed and to discuss individual progress and/or problems encountered. Time is also needed to dispense needed materials for, or advice about, contract activities. Additional time must be allowed for children to meet with one another, as needed, to share their finished projects and to plan and rehearse skits for the culminating session.

The Staff

Miriam Cohen has been teaching for 20 years. She has taught fourth and fifth grades, and most recently, second and third grades.

Materials and Facilities

A tape recorder and prepared tapes, recordings, and a record player can be useful for children who are less capable readers but who are eager to participate in the learning. Videotaping of the culminating session, if feasible, would be especially appreciated by the many parents who have expressed regrets about not being present at this session.

Outside Resources

Women in the community may be invited to share with the children areas of expertise and contributions to the community. Appropriate museum exhibits, as they become available, may be useful in helping students to recognize women's contributions in such fields as art, music, and the sciences. Women's contributions in the field of children's literature are noted in the classroom and library.

Overall Value

"Student responses—and parent responses—during and at the end of this program are always extremely enthusiastic," developer Cohen advises. "Students' knowledge and appreciation of women as contributing members of our society are clarified, expanded and enriched."

The Program

Who Are The Homeless? is designed to examine students' stereotypes of the homeless and replace prejudices with a clear, factual, and personalized view of the homeless population of New York City. The program was initiated in response to an informal survey conducted in class, which revealed that 66% of the students believed the average homeless person to be a lazy, alcoholic, middle-aged man who preferred begging for coins to working.

In response to this survey, a program was developed that would reveal a clearer picture of New York's homeless people and how they got this way. We began by collecting statistics on homelessness from ***The New York Times*** and ***Newsday***. We analyzed this data to determine the makeup of different homeless populations. From our analysis, we elicited a few prominent causative factors of homelessness, such as unemployment (or underemployment); substance abuse; teenage pregnancy; personal trauma (such as a profound illness); a shrinking of the market for low-income housing; and poverty. Each Monday and Thursday, the class read articles relating to any of the topics specified. Experts in the field, Jack Doyle, director of homeless programs for the American Red Cross, and Stephanie Kip and Maryann Schretzman from Women in Need, for example, were invited to the class. Class reporters were sent out to shelters and organizations that work with the homeless, such as the Boarder Baby Unit at St. Luke's Hospital. They gathered information and reported back to the class.

Culminating activities included a class newspaper (distributed to the school and neighborhood); a bake sale, which raised money for the homeless; and a dramatization of sections of Jonathan Kozol's piece in ***The New Yorker*** (1/25/88), excerpted from his book ***Rachel and Her Children***. In the process of examining the lives of various homeless people, and the causes of their homelessness, the students replaced their prejudices with compassion. By exploring the factors affecting homelessness, they gained insight into the sociology, economics, and politics of our city and country.

Who Are the Homeless?

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Elementary School
Social Studies

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Grades 5 and 6

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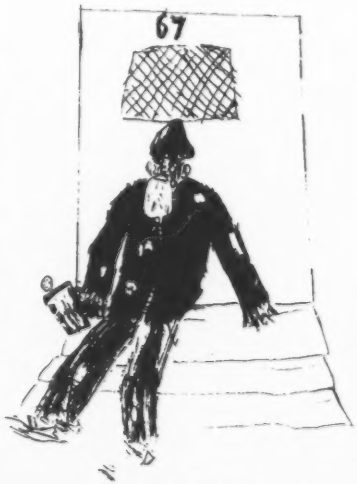
More Information:

David Getz
P.S. 166 (CSD 3)
132 West 89th Street
New York, NY 10024
(212) 678-2829
Principal: Jack Regan



The Students

The program is conducted with 27 students in a heterogeneous fifth/sixth-grade bridge class. The students are highly motivated, and eager to learn, investigate and question. As the program develops, the students begin to talk of themselves as "advocates" of the homeless.

The Staff

The program was developed by David Getz, a previous recipient of an IMPACT II grant for a program that developed children's problem-solving skills. A sixth-grade teacher at P.S. 166, he has a master's degree from Teachers College, Columbia University, and has taught workshops on storytelling, science and problem solving. Getz has also had a number of plays produced in various off-off Broadway theaters. The program had the assistance of an adult volunteer, Annette Fry, who published the newspaper on her computer.

Materials and Facilities

The class subscribes to ***Newsday*** and then begins receiving ***The New York Times*** once a week. Articles from ***The New Yorker*** are reproduced and distributed. Community School District 3 was kind enough to print 600 copies of each issue of the class newspaper. No other special materials are needed.

Outside Resources

The following organizations are helpful in providing speakers and materials: the American Red Cross, Covenant House, Women in Need, St. Luke's Hospital, The Coalition for the Homeless, the Office of Congressman Ted Weiss.

Overall Value

"I was able to evaluate the program by reading my students' essays, which were submitted to Congressman Weiss's annual essay contest," developer Getz points out. "The essays showed a successful synthesis of statistical and biographical information, while providing reasonable solutions to New York's homeless problem."

The Program

They Can Too! incorporates a variety of classroom lessons through which children learn about people who are challenged in their lives because of disabilities. Students visit a therapy room, study barrier-free environments, learn to communicate in sign language, try to maneuver in a wheelchair, and attempt to find their way blindfolded. The kindergartner plays with a disabled doll; the fourth-grader invents an adaptive tool for the disabled; and the ninth grader researches history and laws pertaining to handicaps. The students read many books and have lively discussions about topics such as architectural barriers and the changing image of people with disabilities in literature and the mass media. They meet with guest speakers who have disabilities; e.g., an actor who is blind and an athlete who participates in wheelchair basketball. Through all of these experiences, the students gain information, learn to empathize, and discover that people who have disabilities are more like themselves in every way that counts.

The Students

They Can Too! can be adapted to be meaningful for gifted, regular, and special education students in grades K through 12. Teachers can determine how often and how long to work on the program, according to class size and ability.

They Can Too!

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Elementary School
Social Studies/
Communication Arts

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Grades K through 6

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More Information:

Susan Horowitz
P.S. 222 (CSD 22)
3301 Quentin Road
Brooklyn, NY 11234
(718) 998-4298
Principal: Marita Regan
Special Education Supervisor:
Angela LoCascio

The Staff

This program was developed and is implemented by Susan Horowitz, teacher coordinator of programs for students with physical and medical disabilities. The program is used in grades K-6, in regular and special education classes.

Material and Facilities

The program can be implemented using books, newspapers, and simulation activities. Some books read were ***The Value of Facing a Challenge: The Story of Terry Fox*** by Ann Donegan Johnson (Oak Tree Publications, Alexandria, VA, 1985) and ***Mick Joins In***, written and illustrated by Joe Lasker (Albert Whitman and Company, Chicago, IL, 1980).

Outside Resources

Although no special resources are necessary, inviting guest speakers and attending special events for the disabled are valuable experiences to add to realizing the goals of the program.

Overall Value

Developer Horowitz believes, "Teaching children to understand leads to acceptance. Acceptance leads to a finer quality of life for people who have disabilities. A finer quality of life for the disabled will enrich the lives of all of us."

The Holiday Connection

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Elementary School
Social Studies/
Communication Arts

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Special Education

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More Information:

Amy R. Kopchains
P.S. 146 (CSD 4)
421 East 146th Street
New York, NY 10029
(212) 860-5877,78
Principal: Mamie L. Johnson
Special Education Supervisor:
Charles Evans

The Program

The Holiday Connection is a program that lets students discover thematic links between major holidays, and encourages them to compare and contrast the actions of major historical figures. The struggles for personal and religious freedom are examined in the historical backgrounds of Thanksgiving and Hanukah, and in the lives of Martin Luther King, Jr., George Washington, and Abraham Lincoln. Belief in oneself and the ability to overcome tremendous odds through thought and resourcefulness connect these characters with Christopher Columbus and the events of Puerto Rican Discovery Day. Women's History Month and Memorial Day are incentives for introducing other pertinent historical figures. As each holiday occurs, characters and events that have been previously discussed are reintroduced, and contrasted as well as compared. For example, Dr. King faces a struggle similar to that of the Pilgrims and the Maccabees, but he chooses peaceful protest instead of escape or war. Students roleplay how each character would behave in another's situation, or how that character would solve a problem that the student faces.

Classroom activities begin with careful reading and discussion of materials concerning each holiday. Of particular value are Ingri and Edgar Parin D'Aulaire's stories of Columbus, Lincoln and Washington. Other activities include dramatic play, creation of class experience charts and individual stories, and viewings of appropriate audiovisual materials. Parents and staff members are invited as guest speakers to explain the stories and traditions of other holidays they may celebrate. The program's culminating activity is the creation of a class book expressing the students' knowledge and thoughts about each holiday, in their own words and pictures. A handbound edition is placed in the class library, and each student receives his/her own copy.

Teachers who wish to adapt this program will be provided with instructional guidelines, lesson plans, and a bibliography.

The Students

This program was developed for a group of 10 learning-disabled kindergarten and first-grade students. The program can be expanded to include children from all elementary grades, implemented with larger or smaller groups, and adapted for all achievement levels.

The Staff

Amy Kopchains, who developed and implements this program, has had nine years of service in special and regular education on the elementary and preschool levels. She has an M.S. in special education, a post-graduate degree in supervision and administration, and is currently working toward her doctorate in English literature. Her program has been enhanced by the support of the paraprofessional and parents, but it can be implemented by teachers without assistance.

Materials and Facilities

Reading materials on the background and traditions of each holiday are essential. If picture books are not available for younger students, the teacher can adapt higher-level material to match the children's comprehension. Drawing and writing materials are needed for artwork and story writing; audiovisual materials are extremely helpful, but not mandatory. No particular room setup is required, except for dramatic activities.

Outside Resources

The class should visit the school and/or public libraries to gather additional reading and audiovisual materials. Field trips may be taken to pertinent exhibits at El Museo Del Barrio, the Schomburg Center for Research in Black Culture, and the Museum of the American Indian.

Overall Value

Developer Kopchains believes, "Young students not only retain information concerning the characters and events of these holidays, but they begin to understand the values and attributes that many of them share. The students can then apply these in solving their everyday problems."

Expressing Folktales through Writing and Movement

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Elementary School
Social Studies/
Communication Arts

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Grades 3 through 5

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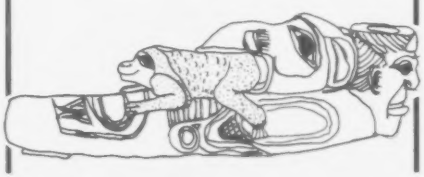
More Information:

Desara Luff
P.S. 332 (CSD 23)
51 Christopher Avenue
Brooklyn, NY 11212
(718) 495-7805
Principal: Richard Placente



The Program

Expressing Folktales through Writing and Movement is a program that teaches the folktales of Native Americans and Africans through social studies, writing, art, and movement. Students use research, observation, and creative thinking skills to create a museum in their own classroom based on their interpretation of folktales.

The first phase of the program takes the class to the Staten Island Museum, where students are introduced to the different tribes of Native Americans. They listen to recordings of Native American music, and to a folktale about how the stars came about in the sky. At the end of this visit, students are asked to write their own folktale about the earth's sun or moon.

The class then goes to the American Museum of Natural History to take part in a workshop on Afro-Caribbean dance. The dance instructor, Pat Hall-Smith, is also a singer, and specializes in African-Haitian dance. Students learn about Haiti's belief in Voodoo and how it is a religious way of life that is positive. They learn a song and dance called "Nago," the story of a god who brings good life to the people.

A second visit to the Natural History Museum focuses on Native Americans. The instructor, Bo Devin, guides the students on a tour of the Native American display. She discusses their living quarters, clothing, dance rituals, the jewelry worn, games, toys, and folktales of different tribes. Students are asked to focus on one area and describe what they observe. They formulate questions which are later researched for answers. They create drawings of their observations.

The next phase groups the students according to the specific people they would like to study. The projects they undertake include creating totem poles, clothes of the group and artifacts of jewelry, tools, and pottery from clay and beads.

The culmination of this program has the students performing the folktales they have interpreted, as well as original tales, through movement. All materials, including the students' original folktales, are placed on display in the classroom museum. The students serve as guides when other classes are invited to view the museum. Other schools can be invited to visit, as well.

The Students

Twenty-nine fourth-grade students participate in this program, which is designed to enrich the social studies curriculum. It can be adapted for use with smaller groups, and also for the third- and fifth-grade levels.

The Staff

This program was developed and is implemented by Desara Luff, who has been teaching at her school for seven years. She has performed with various dance groups, as well as with community theater groups in New York City. Luff has taught learning disabled students, GATES students, and fourth grade. She established the school's dance club, specializing in jazz, African, modern and tap, and has entered the club in the district's Festival of the Arts for the past six years. She is also the school's black history coordinator.

Materials and Facilities

A regular classroom setting is used in this program, and materials needed include Paris craft strips, plaster of Paris, craft paper, self-hardening clay, paint, fabric, beads, string, and a tape recorder. There should also be a classroom resource center of books obtained from the public library and from the American Museum of Natural History. If possible, the performances should be videotaped.

Outside Resources

Trips to the Staten Island Museum and the American Museum of Natural History for workshops on Native Americans and Afro-Caribbean Dance serve to enrich the program. Actual participation in workshops is a valuable source of information for students.

Overall Value

Developer Luff explains, "I felt there was a need for students to understand cultures different from their own, and that encouraging them to do this through folktales would be interesting and entertaining as well as educational."

Eastside, Westside, All Around the Town

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Elementary School
Social Studies/
Communication Arts

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Special Education

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More Information:

Mary Piscina
P.S. 176 at I.S. 181 (CSD 11)
850 Baychester Avenue
Bronx, NY 10475
(212) 671-2911
Principal: Grace Cavanagh

The Program

Eastside, Westside, All Around the Town is a travel-training board game that offers a variety of educational alternatives for students. Many students are not aware of the functions of local establishments. For example, a student may know how to get to the neighborhood library; however, once there, he or she may not know how to use the library. The purpose of this program is to help the student identify establishments in the community, as well as to develop an understanding of their corresponding functions.

When the students are out in the community, the teacher takes two photographs of the establishments visited (one placed securely on a game board, the other used as a playing card). Students take turns picking a card and matching photograph to photograph. When a correct match is made, the student receives a chip (or one point). As the program progresses, the teacher takes a photograph of the interior of each establishment. Students now match the outside of the establishment to its respective interior. Simultaneously, the program encourages students to function within each establishment, purchasing items or borrowing books, for example.

The "playing cards" can become more intricate. Students can be expected to match the word "supermarket" to the photograph on the game board. The teacher can modify the "playing cards" according to the students' ability, using photographs of merchants (letter carrier), using a written word (stamp), or using word problems: "You have an important letter to mail, but the letter is missing a stamp. Where should you go?"

A game board develops generalizing skills, functional reading skills, and socialization. Students are required to learn turntaking and communicating. In the community, students need to learn to wait their turn to purchase items, as well as to communicate what it is they want to purchase. The "playing cards" also offer a motivating way to practice and master functional sight word vocabulary.

The Students

There are six autistic adolescents in each class, ages ranging from 13 to 17. Their reading level varies from pre-primer to third-grade. The game can be modified to challenge more able students, or to meet the needs of more impaired students.

The Staff

This program was developed, and is implemented, by Mary Piscina. As conducted, it comprises six students with one teacher and one paraprofessional. However, class size and staffing can be flexible.

Materials and Facilities

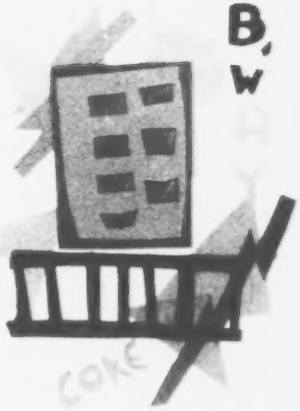
The board game itself can be played in the classroom. However, to develop and enhance the students' experiences in their environment, travel in the community is essential to create a more meaningful lesson. This game can be an introduction to the community, as well as a follow-up after travel training. It can also be an assessment tool, to see how well the students remember where they have been and how well they can generalize.

Outside Resources

To increase generalization, a class trip to other neighborhoods is beneficial. The students can all be given a picture of one establishment (e.g., A&P supermarket) they have visited. Then they are asked to locate a similar establishment in a different neighborhood (e.g., Grand Union supermarket). The teacher can take photographs of the establishments on the trip, and again use them as the "playing cards."

Overall Value

"*Eastside, Westside, All Around the Town* is a wonderful way to introduce new material, reinforce learned material, and help the students to generalize concepts," reports developer Piscina. "Once the initial game board is designed, the teacher can easily modify the game to meet all levels of functioning by revising the playing cards. The game is also motivating for the students, and they begin to develop a sense of fair play."



American History through American Painting

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Elementary School
Social Studies/
Arts

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Grades 5 and 6

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More Information:

Karen Rosner
P.S. 7 (CSD 10)
3201 Kingsbridge Avenue
Bronx, NY 10463
(212) 220-8380
Principal: Milton Fein
Special Education Supervisor:
Sheldon Benardo

The Program

American History through American Painting is an exploration of American painting. Its purpose is to help children discover that the artist of a certain period is also its reporter and critic. Students learn that paintings are a most important primary source of information.

Through slides, reproductions, and trips to the Whitney Museum of American Art and the Metropolitan Museum of Art, students analyze paintings.

In the first session, using maps and timelines, a basic framework is created into which the paintings will be placed. This is done for each specific era. In the following session, slides of American paintings are examined. The children also work in small groups, using reproductions, with each group receiving a painting from the same period. For the study of the Colonial Era, students may receive "Portrait of Mrs. John Winthrop" by John S. Copley. Each group discusses an aspect of its paintings, e.g., iconography, artist's message, emotional quality. The class then meets as a whole and each group's ideas are presented. This procedure is repeated for every unit.

Students use their imaginations to theorize about the art and interpret its meaning, rather than focusing on the "right" answer. Questions are encouraged and the entire process makes students think.

As a final activity, students create works of art and organize a museum show—complete with brochures and signs explaining how their work reflects their era. A course outline covering 1748 to the present is available to interested teachers, and it includes a suggested list of paintings.

The Students

This program is used in the fifth and sixth grades, with classes of 32 to 35 pupils. It consists of 24 lessons. The program may be adapted to other age groups, and can be implemented with small or large groups.

The Staff

Karen Rosner, who developed and implements the program, has been teaching for 17 years. She has a master's degree in art history, specializing in American art. This program can be conducted by classroom teachers. Although it does not require the support of the administration, such support can only enhance the learning.

Materials and Facilities

A regular classroom can be used, and a slide projector is required. Slides may be rented from the Metropolitan Museum of Art for a fee of $10 for 50 slides. Reproductions are also needed. The following books are useful for reference: ***American Art***, Theresa Blakely, ed., and ***Masterpieces of American Art in the Metropolitan Museum of Art***.

Outside Resources

The Whitney Museum and the Metropolitan Museum have community outreach programs and welcome classes. The Metropolitan offers art kits that may be borrowed free of charge, and has a resource library for teachers.

Overall Value

Developer Rosner tells us, "Other primary sources, such as newspapers, transcripts of speeches, and letters may be difficult for a slower reader—or a student whose native language is not English. Art is the universal language. Its message is immediate, and it has instant educational value."

Conflict Resolution through Children's Literature

Elementary School
Social Studies/
Communication Arts

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Grades 3 through 6

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More Information:

Diane Shatles
P.S. 230 (CSD 15)
1 Albemarle Road
Brooklyn, NY 11218
(718) 330-3980
Principal: Sylvia Oberferst

The Program

Conflict Resolution through Children's Literature is a peace education/whole language program in which children learn creative ways to solve conflicts by reading and writing stories about conflicts. In addition, the children study other valuable peace education concepts—namely, cooperation, affirmation, and communication. This literature-based program utilizes whole-language techniques such as brainstorming, semantic mapping, role playing, journal writing and bookmaking.

The children begin by developing an understanding of conflict. They brainstorm their experiences with a particular aspect of conflict, such as fighting or stealing. The students then either listen to, or read, a story containing a fight; e.g., ***Bang Bang You're Dead***, by Louis Fitzhugh, (Harper and Row, New York, 1986)—or a story about a stealing incident; e.g., ***Arnie and the Stolen Markers***, by Nancy Carlson, (Viking, New York, 1987). The story is read up to the point where the conflict needs to be resolved. The children then start to employ problem-solving techniques to generate their own possible solutions. When the children resume reading the story, their solutions are compared with the one the author selected. Follow-up activities include book and journal writing and role playing. Mediation techniques are taught and practiced.

Lesson plans, a bibliography, samples of student writings, information on concept development techniques, and a resource list are available.

The Students

Sixty remedial reading students in grades 3 through 6 participate in the program three times a week. The program can be adapted for any age, grade, or achievement level.

The Staff

The program was developed and is implemented by Diane Shatles, who has had 21 years of teaching experience, including 11 years as a licensed reading/writing teacher of grades K through college, and four years of involvement in the District 15 model peace education program. The school's administration and the parents association actively support both peace education and whole-language teaching.

Materials and Facilities

Various peace education curriculum bulletins are suggested, such as ***Resolving Conflict Creatively***, A Draft Teaching Guide of the Model Peace Education Program (New York City Board of Education, 1986), and ***Creative Conflict Resolution*** by William Kreidler (Scott Foresman, Glenview, Illinois, 1984). In addition, many trade books that explore conflicts are recommended. These include ***The Hating Book*** by Charlotte Zolotow (Harper and Row, New York, 1969) and ***The Snow Kings*** by Ellen Shire (Walker, New York, 1969).

Outside Resources

Class trips to the school and local libraries to find additional readings are recommended.

Overall Value

Developer Shatles believes that the children gain independence in solving conflicts, as well as in their ability to read and write. "Sharing solutions to problems fosters awareness of one's own and others' feelings," she reports. "The children are enthusiastic about the program because it helps them cope with important problems in their lives."

Papier-Mâché Your Way through New York City

The Program

Papier-Mâché Your Way through New York City is an innovative program that integrates social studies and art, and explores the locations of the five boroughs, their famous landmarks, and the interdependency of the communities within each borough.

The program objectives are to foster an awareness of, and pride in, the students' community while teaching about New York City (past and present), via the use of a multi-disciplinary art project. The project calls for group involvement in the use of cultural resources, such as the library, to conduct research based on the proposed topics.

The students are first asked to draw pictures of businesses in the community that are representative of other cultures (e.g., a Mexican restaurant). They soon become aware that New York City is made up of a diversity of cultures. The study is then expanded to include the five boroughs. Each borough is studied separately, and famous landmarks are identified. Slides of the various landmarks are introduced.

The students are then divided into five groups, and they conduct research on an assigned borough. Each group is responsible for drawing pictures or taking photographs of the famous landmarks. After an outline map of New York City is traced onto a large sheet of panel, the students fill it in with papier-mâché and use blue paint to identify bodies of water. The drawings/photos of the landmarks are then placed to the right of the relief map and are numerically represented on the actual map. The combination of independent work and peer conferences proves to be an enriching experience.

A list of resources, lesson plans, and materials are available for interested adaptors.

Elementary School
Social Studies/ Arts

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Grades 2 through 6

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More Information:

Wanda Marie Toledo
P.S. 95 (CSD 29)
179-01 90th Avenue
Jamaica, NY 11432
(718) 739-0007
Principal: Aura Gangemi

The Students

The present program is implemented with 30 second-grade students of average academic ability. The class meets for an hour a week, for a period of five weeks. The program may be used with older students (through grade 6) and with smaller groups.

The Staff

The program was developed by Wanda Marie Toledo, a second-grade bilingual teacher with five years of teaching experience. The program was implemented with the help of a paraprofessional and a consultant.

Materials and Facilities

Large space is needed so that the students may work comfortably. The following materials are needed: an overhead projector, slide projector, slide of New York City, a sheet of panel (4' x 6'), construction paper, paint, paintbrushes, crayons, newspaper, and paste.

Outside Resources

An asset to the implementation of the program would be having the students visit such well-known places within the five boroughs as: Hall of Science, Prospect Park, Staten Island Zoo, Statue of Liberty, and Bronx Zoo.

Overall Value

"The study of New York City is transformed into a motivating learning experience when the students are allowed to explore and discover things about their own community," developer Toledo tells us. "They also acquire essential map-related skills, cultural awareness, and interpersonal skills."

Holocaust and Prejudice Awareness

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Intermediate School
Social Studies/
Communication Arts

•

Grades 6 through 9

•

More Information:

Phillip Rockmael
I.S. 231 (CSD 29)
145-00 Springfield Boulevard
Laurelton, NY 11413
(718) 276-5140
Principal: Wilton Anderson

The Program

Holocaust and Prejudice Awareness seeks to develop an understanding of prejudice, its roots and its outcomes, for the adolescent student. The activities include guest lectures by Holocaust survivors; trips to Queensborough Community College's Holocaust archives, library and media center; and use of ***The Holocaust Reader*** by Lucy Davidovicz. Classroom activities focus on student discussion groups, point-of-view writing assignments, and written reactions to text, videotapes, films and slide presentations. Guidelines and lesson plans were developed in conjunction with faculty members of Haifa University, curators at the Yad Vashem Holocaust Memorial Museum, and members of the Lachomei Ha Ghettot Kibbutz in Israel.

The Students

This program is currently implemented with 60 students, aged 12 to 14, who function at an average level. It is easily adaptable for use with students through grade 12. Classes meet five times weekly for 40-minute periods. It can be implemented with larger or smaller groups, but it is recommended that some small-group discussion be built into the program.

The Staff

Phillip Rockmael, a 20-year teaching veteran, developed and implements this program, following a seminar he attended in Israel in July, 1986. He is a licensed junior high school/high school social studies teacher with a master's degree in reading. Although this program receives the support of the administration, it could be adapted to the 9th-grade social studies curriculum with minimal teacher training and administrative support.

Materials and Facilities

The regular classroom is usually used for class sessions, but the school and public libraries are utilized as well. The program is enhanced by the addition of a VCR, slide projector, film projector, and cassette recorder, although these are not necessarily required. Trips to the library and to the Queensborough archives, and the inclusion of guest lecturers, may be substituted for audiovisual presentations.

Outside Resources

Trips to the Jewish Museum (on Fifth Avenue), the Queensborough archives, and the Queensborough Public Library are an integral part of this program. The American Gathering of Jewish Holocaust Survivors and the Jewish Labor Committee also provide access to their records and archives. Guest speakers David and Yaffa Shifka are Holocaust survivors.

Overall Value

In the words of Kenneth Dost, age 12, "I do not know one thing about the Holocaust ... but I know about prejudice. If I could get more information on this subject, I will. I would like to put an end to prejudice in this world and so would a lot of other people." "This program is helping Kenneth and his classmates do just that!" says developer Rockmael.

See the U.S.A.... through Eagle's Eyes

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High School
Social Studies/
Communication Arts

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Grades 8 through 11

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More Information:

Patricia M. Harvey
Thomas Jefferson H.S.
400 Pennsylvania Avenue
Brooklyn, NY 11207
(718) 345-1801
Principal: Carol Burt Beck
Special Education Supervisor:
Lena Medley

The Program

See the U.S.A.... is designed to enhance the study of American history since 1870 and to increase writing and research skills. The vehicle for instruction is a study of the national parks system of the United States. The purpose is to expand awareness of the scope of our country, and to stimulate a global awareness of how our past relates to our present and is still viable and visible today.

Students begin by reviewing the states—in relation to each other; to landforms; to important events in U.S. history. Depending on class size and time, each student is asked to select a group of parks with specific relationships. One student selected battlefields; another, famous homes; another, sites which were Roosevelt-family oriented. Letters are written to the director of the park requesting historical information and pictures for the paper/poster report that is the product of the program.

"States and Traits" and "Where in the U.S.A. is Carmen Santiago?"—computer games—introduce students to historical and current information about the states. This approach is a student-computer relationship without teacher intervention or speed constrictions. Class time away from the computer can be used to fill in additional facts and literature, or to teach the skills needed to research, note-take, write, and edit the final paper, or to show further relationships or concepts.

Students are encouraged to share information their fellow-students may need for their reports. The teacher will have several back-up publications such as ***Travel the U.S.A. Guide***, provided free by the National Parks Service in Washington, D.C. This is also a good sample to demonstrate to students "what you expect" their projects to be like.

The Students

This program has been used in an interdisciplinary special education class of 12 students. The concept, however, is appropriate for any group studying America since the Civil War. The variety and depth of the study could be adapted to the size and age of the group.

The Staff

See the U.S.A.... can be managed by one teacher in a regular classroom. Assistance is available from the National Park Service national, regional, and field offices. Patricia Harvey, developer of the program, currently teaches high school special education students, and has been successful in teaching students through the use of the computer.

Materials and Facilities

A regular classroom is all that is needed; however, access to at least one computer would make geography software and word processing programs available. The required materials are publications from the National Park Service.

Audiovisual equipment, such as a VCR and slide projector, enables the teacher to enhance the students' perception of the vastness and variety of our nation's resources.

Outside Resources

Students should visit at least one national park in their region. Faculty, staff, and parents should be asked to speak and show pictures of parks they have visited. Films using parks as locations, even as indirectly as "North by Northwest," might be shown. Also, travelogs or documentaries about certain sites are available from local libraries or through inter-library loan, or in many instances from local television stations. The most important outside resource is the National Park Service, whose rangers and educational personnel may be communicated with by mail, if not in person. The resource pamphlet, "Passport to Your National Parks," provides addresses, phone numbers, and a list of some available materials.

Overall Value

"To watch students become excited by learning is the best reward of this program to me," developer Harvey expresses. "Students await the arrival of letters. They compare pictures and ask questions about information they read. They begin to tie the past to the present, and to relate textbook facts with real people and places."

Death Education

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High School Social Studies/
Health Education

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Grades 9 through 12

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More Information:

Sally Hipscher
Edward R. Murrow H.S.
1600 Avenue L
Brooklyn, NY 11230
(718) 258-9283
Principal: Saul Bruckner

The Program

Death Education provides students with an opportunity to talk about topics that are not often discussed at home or with friends because they are not easy to talk about and might bring up painful memories and uncomfortable feelings that we would rather keep inside. The program stresses the importance of sharing these painful and uncomfortable feelings as an important coping skill. For those young people who have never experienced the death of a significant other, the program gives them a chance to hear what others have experienced and how they coped.

In class, students are presented with lessons that provide information on the American view of death. Different cultural and religious practices related to death are explored, as is becoming an informed consumer of medical and funeral services. Myths and misconceptions about suicide, issues raised by advances in medical technology, living wills, organ donation and transplants, the right to die, and death with dignity are all examined. Class lessons are supplemented with readings from two books by Elisabeth Kubler-Ross and with articles from newspapers and magazines.

Other lessons are concerned less with fact and more with providing an opportunity to explore and share thoughts, feelings, and experiences. Letters of condolence are written for homework, and then read aloud in class. Student responses to the letters are written and shared with the class. Students have reported that they are helped to feel more comfortable as an outgrowth of this activity.

The Students

The program is open to any 11th-grade student as a nine-week course in partial fulfillment of the high school's health education requirement. The class meets four times a week.

The Staff

Sally Hipscher has developed and implements this program. Over the past 10 years, she has been teaching health, physical education and dance, and has also been an adjunct lecturer at Brooklyn and Kingsborough Colleges. This program has the support of the principal, administrative staff, and guidance department, since it is sometimes necessary to refer students for special assistance during crisis.

Materials and Facilities

The class meets in a classroom with movable desks, to facilitate small-group work and circle discussions. A VCR and monitor are useful for showing tapes of prerecorded programs dealing with teen suicide, medical-ethical decisions and modern technology, children and cancer, the right to die, and living with dying. The required textbooks used are by Elisabeth Kubler-Ross: ***Death: The Final Stage of Growth*** (Prentice-Hall, 1975) and ***On Death and Dying*** (Macmillan, 1980).

Outside Resources

Local funeral directors might be willing to speak to students for school projects involving funeral arrangements and approximate costs.

Overall Value

According to developer Hipscher, "Helping young people deal with death and dying-related events, and their feelings and concerns about these events, can be a positive contribution to their growth and development. It can equip them with knowledge and coping skills to call upon throughout their lives."

IMPACT II
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P.S. 40 — C.S.D. 2

Roberta Wheeler
P.S. 143 — C.S.D. 24

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